

**TOWARDS DEVELOPING A QUALITATIVE PERSPECTIVE OF
STUDENT FL TEACHERS' KNOWLEDGE, ITS ORIGINS,
DEVELOPMENT AND RELATIONSHIP TO PRACTICE**

by

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**A thesis submitted for the degree of Doctor of Philosophy
to the Faculty of Education of the University of London**

VOLUME II

**ESOL Department
University of London
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20, Bedford Way
London, WC1
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Appendix One

Ethics protocol

London

September 1990

My name is Gloria Gutiérrez. I am working in my Ph D. titled: *How student teachers learn how to teach a Foreign language*. This project is being sponsored by a *Fleming Award*. I am a student at ESOL Department. You may contact me at this address and telephone number: John Adams Hall, 15-23 Endsleigh Street, London WC1H 0DH, 071 387 4086.

Thank you for your willingness to participate in this research project. Your contribution is very much appreciated. This will indeed influence new generations of students. Your collaboration in the interpretation of the data will also be appreciated. Just before I start the interviews and the classroom observations I would like to reassure you that as a participant in this project you have several definite rights:

- Your participation is entirely voluntary
- You are free to refuse to answer any questions at any time
- You are free to withdraw from the research at any time
- Any interviews, diaries or classroom observations that will become part of the data will be kept strictly confidential and will be available only to me and my supervisors.
- You will have access to all transcripts and could change and/or add things to them.
- Excerpts of interviews, diaries and classroom observations may be made part of the final research report, but under no circumstances will your name or identifying characteristics be included in this report.

I would be grateful if you would sign this form to show that I have read you its contents.

Gaining Access to participants. First Letter to Student teachers

London

September 1990

Dear,

My name is Gloria Gutiérrez. I got you name and address from your tutor at The (university). I am a Teacher Trainer in Spain. My students follow a three year course to get a degree in Language Teaching Education (EFL and Spanish).

During this year I am enrolled as a Ph. D student at ESOL and I hope to be able to conduct my research with you.

The reason for choosing working with you is that you are in a situation comparable (that not identical by any means) to my students, since you are non-native speakers teaching a FL in the state education system.

Both your tutor and the chair of the department have agreed with the project (I enclose the copy of the summary of it).

I am aware that your course is very demanding and you will be under a lot of pressure, so I will be very willing to adjust my own agenda to yours. And I will appreciate your collaboration immensely.

Since it would be rather urgent to have an initial contact/interview with you, I will try to get in touch with you as soon a possible.

Hope to see you soon,

Gaining Access to participants. Summary of Project sent to and discussed with research participants

1.- Objectives:

The objective of the project is **not to evaluate** a programme, or a certain training policy in any specific context. The project aims to explore a **learning process**. The learning process that takes place in individual students in the course of their education as future teachers.

2.- Research area:

The process of learning to teach is a complex and multifaceted one. Important as general educational matters are in this process, will only be taken into account to give the more specific aspects of learning to teach a foreign languages, a real context.

The project, then, will try to explore how knowledge about teaching a FL is produced in the students along the PGCE course in the following aspects:

- a) explore what basic assumptions on the nature of language, language learning and language teaching students bring with them to the education course.
- b) study how these "initial theories" change during their coursework and TP and why.
- c) observe the way these ideas are reflected in student teachers' classroom practice

3.- Methodology

Out of a personal stance about human nature, about knowledge and about the way knowledge is generated, arises a certain methodological perspective which has been given different names in educational research: qualitative, post-positivist, etc. The project aims to tap thinking processes and I cannot but consider that the only possible way of gaining access to these processes is adopting a qualitative perspective. So the different specific methods which have been selected are: interviews and lesson planning, student teachers' journal writing and tutor's interview, school teachers' interviews, planing protocols and classroom observation.

Gaining Access to participants. Letter to student teachers' tutor

London
September 1990

Dear Sir,

As discussed, I enclose a brief summary of my research project and the ways in which your PGCE students (Spanish group), tutor and the people involved in Teaching Practice will be valuable for the research.

Thank you very much for granting permission to carry out this project.

Gloria Gutiérrez

Gaining Access to participants. Summary of project sent to student teachers' tutor

1.- Objectives:

The objective of the project is **not to evaluate** a programme, or a certain training policy in any specific context. The project aims to explore a **learning process**. The learning process that takes place in individual students in the course of their education as future teachers.

2.- Research area:

The process of learning to teach is a complex and multifaceted area, as it has repeatedly pointed out by researchers in the field.

Within the *teachers' thinking* perspective of teacher education and teacher research, research projects about how teachers develop professional knowledge have been done both about general pedagogical issues and about specific subject matter knowledge. Within the latter, most research projects are about science and math teachers. There is no bibliography available yet about Foreign Language Teachers in this field.

What triggered this research was my situation as a Teacher Educator in Avila-Spain-. After a number of years in the profession I realized that there are a number of issues to explore about the way student teachers learn how to become teachers: the ways student teachers of a Foreign Language make sense of their previous experiences as learners, what they take in during the course and the way they try to use that in teaching practice.

The project, then, will try to explore how knowledge about teaching a FL is produced in the students along the PGCE course in the following aspects:

- a) explore what basic assumptions on the nature of language, language learning and language teaching students bring with them to the education course.
- b) study how these "initial theories" change during their coursework and TP, and why.
- c) observe the way these ideas are reflected in student teachers' classroom practice.

3.- Methodology

a) Out of a personal stance about human nature, about knowledge and about the way knowledge is generated, arises a certain methodological perspective which has been given different names in educational research: qualitative, post-positivist, new paradigm, etc.

b) the project aims to tap interpretations and perceptions, and I cannot but consider that the only possible way of gaining access to these processes is adopting a qualitative perspective.

c) This perspective will also allow to do research in partnership, which means "doing research *with*, rather than doing research *on*" the research subjects. This means that a process of negotiation between the researcher and the people involved in the project is an essential component of the research process.

d) I think that the best way to explore the issues mentioned above would be through a combination of interviews and journals. Classroom observations will also be important since student teachers will spend a lot of time in classrooms.

Gaining Access to participants. Letter sent to head of training department

London, October, 1990

Dear Head of the department of Modern Languages,

I am a Ph D student at London University Institute of Education (ESOL Department) and my research project is to try and analyse the learning processes of students becoming Foreign Language teachers. I would be very grateful for your cooperation.

From the research summary enclosed you can see that the data collection methods include 'classroom observation'. This has already been discussed with the individual students and they've agreed to have me observe some lessons during their TP periods. I would therefore hope that you would allow me to come into your department to carry out a limited amount of observation. I would of course make every effort not to interfere in any way with your work.

The observation will be scaled in two different stages with different objectives, as follows:

First block of TP

Objectives:

- * To gain familiarity with context: classroom
- * To allow both student teachers and children to familiarize with my presence in the classroom

This would involve my being in the student teachers' classroom a couple of times informally.

Second block of TP

Objectives:

- * To see the relationship between students thinking and action in the classroom. So more formal observations will be carried out.

I hope you would agree with the scheme allowing me go into the classrooms. I think it would also be very interesting to interview you sometime in the second term as your opinions on the process of becoming a teacher would be of great value to me. Thanks a lot for your help. I am looking forward to meeting you.

Gaining access to schools. Letter to schools

London 26/1/91

Gloria Gutiérrez
ESOL
Institute of Education
20 Bedford Way
London WC1H 0AL

Dear Mrs/Mr

We only met briefly last term when I went to observe , but I do hope that we will be able to have the possibility to talk more next period of TP.

As promised I am writing to let you know the research agenda I have planned with my supervisor for this term in relation to TP.

Since this is the most important data collection period, I am expecting to spend as much time observing students as possible. I have not arranged times with them yet, but it would be great if I could spend two days shadowing each student in the 3 weeks before half term and more or less the same after half term, as long as this does not interfere with your own and the department agenda.

I have negotiated with the student FL teachers at the University that I will be doing some video recordings. Any help on this matter will be immensely appreciated.

As soon as I work out with the students which days I will be going to your school I will call you and give you more information.

Access to schools. Support letter

8 November 1990

TO WHOM IT MAY CONCERN

Ms Gloria Gutierrez is currently doing reserach at the Institute of Education into the way student teachers' attituddes to and perceptions of Education change in the course of their intitial teacher training studies.

This research is potentially very useful in helping us to establish the effectiveness of intitial teacher training courses.

Consequently, I would ask for your cooperation in allowing Ms Gutierrez to make contact with students while they are on teaching practice and to allow her to observe one or two lessons.

Yours faithfully

Tutor, Department of Modern Languages

Outlines for data collection. Initial interview

Interviews with student teachers to analyse:

- (1) what they bring with them to the TE course. This interview is aimed at making implicit theories about learning/ teaching a FL and the nature of language explicit.
- (2) what are their learning expectation towards the course and about the way they view their own process of learning to be teachers of Spanish.
- (3) build rapport.

The specific content of the interview:

1.- "The basics" made explicit:

a) Ask students about the nature of language learning, drawing on their language learning experience

- Ask students to talk about their experiences as learners of Spanish and French as a FL. (school, university and other settings)
- What conditions/factors are necessary to learn a language?
- what kinds of processes are involved in learning a FL? (natural settings and classroom learning.)
- what kind of activities and strategies fostered/hindered their learning?
- what role did they play when being a student, how did they view it. (classroom/real world). How did you see yourself as a learner? What things were expected from you in the class and then in a real context?

b) ask students to talk about teaching a FL in schools

- ask them to talk about their teachers and the way they taught.
- what did your best Spanish/French teacher used to do in class? Think of instances of good teaching. What things you liked/did not like.
- What did your worst Spanish teacher do in class? Think of instances of bad teaching. What things you didn't like.
- what kind of teacher would you like to be?
- What is the role of the FL teacher? What do you think a FL teacher should do in class?

c) Ask students about the nature of language

- What is language for you? What is your definition of language?
- What is Spanish for you?
- Classroom Spanish? How is the Spanish you learned at school/college different from the Spanish you use in other situations?

2.- Expectations and learning to be a teacher process:

- a) how can the course help them to be the teacher they want to be?
- b) how do they see themselves learning how to teach: what activities, processes they think will help them to be the teachers they want to be.

3- Build rapport with the students:

Ask them about how the interview went, how they felt, if they want to add anything which they consider important and it was not asked..

Second interview

- Ask students whether they want to add anything new regarding the issues dealt with in the initial interview. Things they think may have changed.
- Reflections on the TE activities they have been doing. What kinds of activities they found useful/less useful? How do they see themselves in the process of becoming teachers?
- Personalized questions rooted in issues which came up during the first interview.
- Reflection on the research process and how it is affecting them.

Third Interview

- a) What do you expect to gain/learn from TP?
- b) what are you expected to gain?
- c) What do you have to do during TP?
- d) What do you think the roles of the teacher and college tutor are?
- e) Some more thoughts about TP
- f) How are you expected to plan?
- g) What do they feel they need:
 - to plan?
 - to teach in the classroom?

Outlines for data collection. Student teachers' journals

9/10/90

Dear ,

First of all 'un millón de gracias' - as I would say in Spanish -, for your accepting to be part of my research project and hence making it possible. I have enjoyed listening to your experiences a lot. I am looking forward to meeting you in more informal situations, to have a better chance to get to know you a bit more and for you to get to know me better as well (lunch and break times, perhaps?).

As I mentioned in the interview, one of the methods which is used to analyse learning processes from the learners' point of view is dairy writing. Diary writing has been mainly used to find the way people learn a FL, also in Inservice Teacher Education, but there is very little research on the way student teachers learn how to teach a Foreign Language. I think, that by means of writing diaries, we would be able to gain some insight into the changes that take place when a person decides to be a teacher and follow some sort of professional programme.

As I also mentioned, below there are some guidelines which may help you in keeping this journal. The journal aims to be a record of your thought, opinions and feelings about your learning experience of becoming a Foreign Language Teacher. Your writing, then, although may be placed within a wider context, should be just geared towards the activities you do on tuesdays and thursdays at college. So the kind of things I would like you to reflect on are:

1) In the first entry you may want to add new ideas to the ones you discussed with me in the interview, regarding your ideas about:

a) different aspects of the process of learning a FL, e.g. what made you succeed, what went through your head as you tried to understand people speaking or written language, when you tried to speak or write, how do you feel about mistakes, etc.

b) what you consider important in the process of teaching a FL

c) the nature of language in general and of language in the classroom

2) Your reactions towards the interviews: What effect did they have on you

3) A list of the different training activities and the way you do them (lecture type, small group discussion, reading, etc) for you curricular options (French

and/or Spanish).

4) Personal reactions about the way you feel you are learning how to teach Spanish or French through the different activities: what you learn, what you find easy/difficult to do in a class, clarification of ideas, disagreements, confirmation of your own ideas, etc.

5) How do you think you learn the different aspects which are involved in the learning to be a ML teacher (both at the university and during Teaching Practice).

6) Once I have given you either the full transcripts of your interviews or the summaries, your reactions towards them. How did it feel to read what you said sometime ago?

7) Your own reaction to the writing of a journal: do you like it? do you think it is a waste of time?

General points:

1) I would like to collect your diaries at different stages during your course, this term:

a) before you go to your teaching practice (the week starting on 29th). The reason for that is that I would like to read them before we meet again for the second interview that week. The interviews before teaching practice are meant to explore a bit further your own ideas about teaching and learning a FL and to discuss your learning process through your diaries. Would that be OK for you?

b) After your Teaching Practice

2) I would like to photocopy your diary entries and keep them for the research but only I will read the dairies, and as with your interviews, I would like to have your permission to quote from them in my report. All the quotes will **always remain anonymous**.

3) It is important to write in black so that the diary can be photocopied.

Thank you very much again!!!!

Outlines for data collection. Journals.

19/1/91

Dear ,

Although I expect to see you around in the next two weeks to arrange more in detail what and how we are going to go about classroom observations, there are a couple of things I've been thinking about in the last few days and I really wanted to tell you.

One is the questions of the diaries, though I still do not want to see them, I think it would be a good idea if you could drop me a line saying how are you getting on with them. If you feel that you haven't written much this term, could you perhaps write a little in retrospective about the kinds of things you've been doing [...] and how they went for you?

Last term I gave you some direction about how to write in your journals, this term I'd like you to try and write along the following lines:

- Record of activities (college/school)
- Your reactions to and comments on them
- During TP:
 - * Try to describe what goes on in your mind when you plan your lessons, on what basis you select your teaching material.
 - * Could you perhaps try to record the kind of thoughts that go on while you are teaching? Record of what activities you do in class.

(You can do this just with one of your classes, it would be great if it was the one I will be observing, so that all the data are about the same situation).

- * Reflections on what happened in the class
 - * What did you learn from the experience? How?
 - * Any other comments that relate to your teaching of Spanish/French to the broader context of TP, e.g. relationships with tutors and children, etc.

The other issue was to ask you to read a very general description of the schools you are going to and about my initial reactions to your teaching practice. I am sure this is only a very incomplete picture of reality, if you could perhaps write a few lines about these issues, so that the picture becomes a bit more alive, I'd be most grateful. Have you got any suggestions about what would be the best way of finding factual information about the schools where you are doing your TP?

I know this is asking you much more than it seemed at the beginning of the year, but one of the aspects about qualitative methodology, especially when it is the first time one is involved in it, is that contexts and people are more complex than you can imagine at the beginning, so as one gets to know them one realizes that much more information is needed to account for the situation and the experience in as complete a way as possible, so that the generation of theoretical thoughts is well grounded.

Something else I wanted to check with you is whether I think that I could have your lesson plans, I guess it is enough if I could have a look at the plans and materials you prepared for one class

This term is going to be very demanding both for you and for me, but it is very important for me what happens and how we do things. The quality of data I collect during this term will relate positively to the degree of your involvement in the project.

So thanks a lot in advance and see you soon.

18. 4.91

Outlines for data collection. SR

* Initial ideas to elicit the research participants' thinking processes while they were actively involved in a teaching situation:

Record any thoughts and feelings you remember that were going through your head during the course of the different activities in the lessons.

Means of recording: if written notes: it is perhaps a good idea if they could write it in their diaries with a reference to the page of the transcript that the comments are made. If cassette recorded comments: also make a reference to the page they are making their comments on

* Timing:

Would it be possible to have it finished by mid may?

Could we have another meeting on may the 20th to discuss the last phase of data collection?

20.5.91

Thanks a lot for your time and dedication to this project, without which it would have been impossible. At the moment I am analysing some of the data, and both my supervisor and myself are very excited about it. I have started with just one of you and I will making a case study. After I have finished this one I expect I will do the same with the rest of you.

Since I last saw you last, new ideas have developed both from analysing part of the data and from discussions with different experts in the research area and it seems that instead of two different activities with the lessons recordings as we thought at the beginning, it would be advisable to do three. What this means is the following research agenda:

1.- Choose one of your lesson recordings, listen/view it and record a description of what you see/hear. Do you think you could have that done by monday june, 10th? Then we could perhaps have another short meeting at lunch time.

2.- There is another final activity, as I said above, I would like you do with your recordings but I will explain when we meet on the 10th.

3.- Lastly I will like to have a final interview which I will tape record. Since I am going to Spain on June 23rd I was wondering whether it would be at all possible to conduct these interviews during that last week. My proposed dates for each one of you are:

Rachel: June 17th (lunch time)

Beth: June 17 (afternoon)

Sara: June 18 (lunch)

Jane: June 18 (afternoon)

Amanda: June 21st (lunch)

Melani: June 21st (afternoon)

Ronan: June 17 (evening)

And now to more mundane things: why don't we get together on Friday 21st for a drink to celebrate the successful conclusion of the project? What about 4pm in the student union bar?

10. June 91

Congratulations to all of you on the successful completion of your course! As I mentioned on other notes it's been a fascinating time for me observing the different processes you've been going through during this year.

As your course comes to an end my research phase of data collection is also finishing, so this will be my last note to you describing the last activity.

If you have already done the two previous activities with your recordings (record your thinking processes during your teaching activity and a description of the activity itself), what needs to be done now is:

a) Listen to/watch (last time, I promise!!) your recordings, stop the tape after each segment of the lesson which you consider is an activity and record your **reflections** on it, this time thinking about the nature of language, the learning process, the teaching activity itself and also in terms of your professional learning. We'll discuss the feasibility/adequacy of me being with you during these recordings and doing it orally.

b) Answer briefly to the questions about the school context. The names of both the school and the borough will be kept anonymous; only a description (e.g. North-east London, mixed comprehensive...) will be used. Could you think of a false name for your school?

You can bring the material you've been producing in the last activity, journals, and copies of your lesson plans when you meet me individually for the last interview.

Could I also have your permanent addresses, in case I have to contact you next year for "participant checks"?

My permanent address as home is:

C/ David Herrero, n. 4, 5º, 05005 AVILA. Spain. Tel n. (918) 22 88 10.

Yet I will be in London for another year, you can contact me at ESOL Institute. I am still not quite sure about the address.

Don't forget the 'research wrapping up do' on Friday 21st after four
Thanks once more

Outlines for data collection. Final interview, June, 1991

What is language? What is classroom language?

Learning a FL is ...

Teaching a FL is

Talk a little about the process of learning to teach foreign languages.

What do you think was the most important moments of your course? In terms of learning? The most pleasant moment? The most worrying? What have you learned? Do you think you've fulfilled your expectations? Why?

How has the research process help/hinder in your process of becoming a teacher?

Issues of confidentiality: Am I allowed to use quotes from your interviews and segments of your teaching activity under your false name in the final research report?

Analysis.

Definitions of categories derived from analysing Melani's knowledge and action

1.- *Subject matter knowledge: knowledge about language*: statements and reflective comments which refer to language (the learning content): functions of language, nature of language, different media, registers, use, language as teaching content, objectives of teaching, use of which language in the classroom, etc.

For example: *which I suppose is why human beings develop language in the first place, to preserve experience, to write it down, so as to communicate with people in the future or at a distance.*

2.- *Knowledge about language learning and learners*: Any statement that refers to learning, including the ways people learn languages, learner's factors, learners' roles, conditions for learning, learning context, outcomes of learning.

For example: *I was just as happy in French as in my own language ... And I suppose there is a lot of pleasure in that, in being able to take on a new personality, because you do, with another language and I suppose the most interesting thing is that it changed me a lot as a person. or Yes, that is what I've said about wanting to learn, and OK you can do something intellectual and get a certain mental satisfaction from doing it, but emotional satisfaction is quite different and much more powerful when it comes to learning.*

3.- *Pedagogical knowledge: Teaching a FL*: statements that refer to any reason that student teachers may give for favouring or using a particular activity, method, nature of the content, any comments and reaction regarding methods, techniques, strategies, nature of learners' interaction, teachers/learners interaction, statements about the teachers' characteristics, the conception of language teaching: what is it?, learning objectives

Example: *Because there was no attempt to show us what learning languages is for, it was simply doing exercises, translating, writing sentences, learning grammar.*

4. *Teacher Education: metacognitive knowledge: awareness of context and process*: any comments about objectives perceived by the student teacher, the nature of the training activities, learning strategies, learning outcomes, learning contexts.

Example: *Well, I do think that the best way to learn to do anything is by doing it, - at the same time as reflecting on it. You can learn by watching, because you pick up other people's mistakes, but until you are actually doing it yourself, you don't have the chance to not make those mistakes.*

5.- *Research*: Any comments about the research process which showed how the participants reacted to the research activities and to the researcher, and how the research activities and researcher influenced the TE process.

Example: *Having to tell you about it means that I repeat it all up again and also makes*

it clearer. Is, like I said before about language, helping me clarify things for yourself.

Note: these categories were described inductively, according to the different aspects, and concepts that the subjects (Melani's, so far) used when talking about the different categories. At times, when a statement, comment, applied to more than a single category, it was coded under the different categories. The format is an idea from Hewson and Hewson (1989). The inclusion of research in the data collected and analysed conforms the qualitative way of doing research in that the way participants react and the way research activities influence the situations they study, will also influence the data collected and, as a consequence, the results.

How responses to Melani's interview were grouped: an example

Category: Language

Functions of language: Interpersonal: language as communication

and since then, since coming back from France I know that I've lost my French fluency, it is not completely - as good as was and now when I speak to people in France I do miss that, because I can't be as quick in French as I used to be and it slows down all the communication, - there are things that I want to say which I can't, whereas before I could say anything I wanted, and be completely free and at ease in the language ...

but as a means of communication it was not that necessary because the people I wanted to talk to I'd talk to in English. In France, after a while I met people that interested me a lot and wanted to talk to them on different levels.

and I am very, very aware all the time of bad or careless use of language. It seems to me such a sacrilege, in a way, because we have this incredible means of communication, and we don't use it to say exactly what we mean, we say things that roughly convey the idea, but we are not at all precise in our speaking, and as for clichés, they literally hurt when I hear someone saying something like that.

However in order to communicate experience more precisely, or to clarify it for yourself, language can help you a lot ... it is more precise. Once you start naming things, you can say, well it is not that, or that, or that, it is not quite that, not quite that and through words you can perhaps come to realize what exactly it is.. If you want to share with someone else what you've experienced, you can do it directly through dance, or mime or whatever, but to really go into it and explore it and convey exactly what you mean, language is a more precise way of doing it,

Language, then, for me is a way of clarifying experience for myself and then of taking that out and giving it to somebody and ideally, of course, you should use it with as much clarity and awareness and spontaneity... as possible, in order to communicate to the other person exactly what you are trying to say, which is incredibly difficult... because when you name something, give it a name quite often you distort it, or lose it; you have an experience, try to put into words and it is not the same, you haven't quite got it. That's why you have to keep trying and perhaps use language not to define but to remove possibilities;

Functions of language: personal: as a way of clarifying experience

To me language is a way of understanding... how can I say this: when you experience something, whatever it is, an emotion, an experience of the senses, whatever, your first experience is non-verbal, physiological, emotional and so on and it is important to keep that sense of immediacy, - in a way since you start learning languages and you just distance yourself from the experience and separate yourself from it, in the sense that that the experience is there and you're the other person who is experiencing it and you are thinking about it, whereas at the moment of feeling, whatever it is, there is only *that*, there is the emotion, the... whatever it is you're seeing, the sight (or whatever)... you simply experience it, immediately, non-verbally, vividly, and a way of expressing all that with immediacy is something like the dance. In my case it's the dance, it is a means of expression, a means of conveying this immediate raw, emotional experience. However in order to communicate experience more precisely, or to clarify it for yourself, language can help you a lot ... it *is* more precise. Once you start naming things, you can say, well it is not that, or that, or that, it is not quite that, not quite that and through words you can perhaps come to realize what exactly it is.. If you want to share with someone else what you've experienced, you can do it directly through dance, or mime or whatever, but to really go into it and explore it and convey exactly what you mean, language is a more precise way of doing it,

Language, then, for me is a way of clarifying experience for myself and then of taking that out and giving it to somebody and ideally, of course, you should use it with as much clarity and awareness and spontaneity... as possible, in order to communicate to the other person exactly what you are trying to say, which is incredibly difficult... because when you name something, give it a name quite often you distort it, or lose it; you have an experience, try to put into words and it is not the same, you haven't quite got it. That's why you have to keep trying and perhaps use language not to define but to remove possibilities; instead of saying it's this, which is much too inaccurate, you say it's not that, not that, not that, it's that, not quite that, not quite that, you get rid of all the things it isn't, - in a way this is very much the Buddhist thing: of not that, and not that, and not that either, and when you say the things it's not, then you are left with what it is, which you, don't necessarily have a word for, but you know what it isn't,

and then without words, you see what it is, whether we're talking about a feeling, a concept, an intellectual perception, or whatever. It is hard to do it positively, by defining, it seems much more, not exactly ethical, that's the wrong word, but more cautious to me, to proceed by saying what it isn't. Then, of course, you can do it by combining words, instead of saying it is that, you can say it's that, that, and that, use adjectives, similes, images, in order to try and convey in words what you've felt with your senses,

Function of language: cultural: as a way of preserving human experience

which I suppose is why human beings evolve language in the first place, to preserve experience, to write it down, so as to communicate with people in the future or at a distance ...

Function of language: creative/poetic/aesthetic function of language

and this is, of course, where poetry comes in, or any sort of using language: using images to convey what you want to say; because quite often you can't say things in rational language, in rational discourse, you need an image, a striking image to give the same sort of experience to the reader as you had, directly, because, as soon as your language isn't rational, it is much richer in possibilities, you can't understand it rationally, so you've got to think what exactly is it saying. That is what someone like Lorca, for example, - where he has these incredible images of the cockerels digging for the dawn, you know, "Romance de la Pena Negra". It is so incongruous, outrageous in a way and you look for a possible connection between the cry of the cockerel and the dawn coming up and the idea of looking, and digging and searching, all that comes together in your mind, in a non rational way. And perhaps gets you much closer to the original perception that Lorca had... So that is another reason, of course, for my love of poetry and literature in general... it is probably a bit incoherent

Pedagogical function of language: language as a subject in the school curriculum

Because there was no attempt to show us what learning languages is for, it was simply doing exercises, translating, writing sentences, learning grammar.

All the teaching was geared towards writing, yes, typical, old fashioned [] writing and translating, reading literature and so on all of which meant that by 15/16 I was quite fluent in the written forms of the language, but the other things like accent and intonation, familiar language, not very much at all.

The nature/substance of language: language as a formal system

So I carried on with it simply because I loved it in the abstract, I loved manipulating words words and how things went in other languages, and so on

Because there was no attempt to show us what learning languages is for, it was simply doing exercises, translating, writing sentences, learning grammar.

The nature of language: different linguistic skills

... but I didn't actually learn to speak it until I went to the country, because all the teaching was geared towards writing

All the teaching was geared towards writing, yes, typical, old fashioned [] writing and translating, reading literature an so on all of which meant that by 15/16 I was quite fluent in the written forms of the language, but the other things like accent and intonation, familiar language, not very much at all.

I discovered my love of the spoken language, as opposed to the written language.

The nature of language: meaning

And it is quite true, of course, that dictionaries in a sense are completely useless, because they tell you the rough equivalent but they won't give you any idea of how the word is used and what associations it brings with it. And with her I started learning a lot about language in general - my own and the other. She taught me when it comes to translating from one language to another, to look at the thing and instead of translating the words, to translate what it means. In a sense you understand the text, wordlessly, and then you put it into words in the other language,

The nature of language: diversity

Literature is all part of it, of course, because the more literature you've read the more different kinds of language you've got in your mind stored.

Summary of Melani's subject matter knowledge: Drawing on her formal and informal language learning experiences, Melani displays a rich and complex conceptualization of language. She includes the following dimensions in her discussion of language 1) functions of language, and 2) nature or substance of language. Among the functions of language she includes: the personal (exploring, clarifying, and understanding experience), the interpersonal (communicating that experience), the

cultural (preserving human experience), the aesthetic (literature), and the pedagogical (language in the school curriculum). The substance of language is made of: a formal system (manipulating forms and how things go in another language), meaning, different skills and different registers. The way we use language, the level of language, the medium, and the register are determined by the function the language is being used for. Language as communication is understood in terms of fluency, willingness to speak the language and careful use of the language. Language function and substance is, like language learning, context-determined. So, for example, the pedagogical function of language involves language at the level of formal system and writing skills.

Appendix Two. Melani

First Interview

GG: So, basically is talking about your experiences as learning a FL. [learning a FL?], how do you feel about it? [which one?] the one you decide: Spanish? French? Any.

M: Well, they are all a bit different because French I learned since I was a small child with my mother, who was a French teacher. Russian I started at 15, in school. Spanish I simply picked up with friends, and then I did the 'A' level in one year. So I learned them in different ways.

G: So, OK, perhaps you want to talk a little more about the language that you learned more in a formal setting, like in school. [like French and Russian?] Yes

(008) **M:** Well, where to start? [wherever you feel it is important, or the experiences that were important for you..] Well, as far back as I can remember having lessons which was I suppose at 7 or 8 I always found it quite fascinating and I loved it, anything to do with languages, and found it very easy, and got on ahead. And my mother saw this, obviously, and being a language teacher, she knew exactly how to encourage it. So, ever since a little girl I've been quite used to speaking in French and learning a few things for myself. And I suppose in a way I taught myself, and my mother taught me, because my teachers were so bad that it would have been enough to put me off languages for ever [In which way? which didn't you like about that?] Well, my school was very traditional, I suppose, and its language teaching was absolutely atrocious and if I hadn't had this very very incredible love of languages myself, I'd have thought "why are we doing this?" Because there was no attempt to show us what learning languages is for, it was simply doing exercises, translating, writing sentences, learning grammar.. and a little later on it was better. But I never got the idea that that was of any use, apart from my own personal fascination for it. There was no kind of, use of materials, brought from the country... nothing that you thought you might have actually used the language for. So I carried on with it simply because I loved it in the abstract, I loved manipulating words words and how things went in other languages, and so on... but I didn't actually learn to speak it until I went to the country, because all the teaching was geared towards writing, yes, typical, old fashioned... writing and translating, reading literature an so on all of which meant that by 15/16 I was quite fluent in the written forms of the language, but the other things like accent and intonation, familiar language, not very much at all. Then I started going to France, regularly, using it, finding out that it was

completely different language to the language we had been taught in the classroom and that was when I discovered my love of the spoken language, as opposed to the written language. Then 2 years ago now, I went and lived for a year, in Paris. I didn't know any English people there. I knew nobody who spoke English, all of which meant that I had nothing but French. I never even read any English that year, so it was completely French. And obviously I learned more in that year than in all the other years put together. Because I was using it all the time, thinking in it. Quite often I'd find I find that I'd say things and wouldn't know how to say them in English, because I thought in French entirely and all in all, I was just as happy in French as in my own language... And I suppose there is a lot of pleasure in that, in being able to take on a new personality, because you do, with another language and I suppose the most interesting thing is that it changed me a lot as a person. Because I was talking about different things, but I was also talking about the same things in a different language, using different words, saying things that I wouldn't have said in English. It was a completely different way of expressing things and finding about things and obviously that influences the way you think about things, because you think in the language. And at the same time I was learning about lots of new things, new subjects, new literature, philosophy, and I was writing, and so on. So I came back to England with a whole new world, as it were, all tied up with the French language. There are things I learned about, Indian dance, music, for example, that I wouldn't know how to talk about it in English, because I only ever talked about them and discovered it in French. And when you try to say things in another language, you are not saying exactly the same things, you might say the same words, but they are not the same words. And I find it quite impossible, or very difficult, to talk in one language about something I've experienced in another country, in another language and talked about in the other language. And that was, really the most enriching thing about that year because I had a whole different vocabulary, a different set of concepts, a different set of means of expression. Now I can use both and I try and put them both together, which is not always very successful. What I'd like, of course, is for that to happen with Spanish and Russian, but obviously I'd need to go and simply live there. I don't know what else to say, I could go rambling on for hours, but I don't know how much it would be ... [whatever you think it is important, or it was important for you in your learning the language] just learning the language? [in that process, what things were important?...] I suppose that my main interest in learning French and wanting to do it well came when I actually lived there, because that was when I started making friends in France, before it hadn't really mattered. I could read French, and I loved the literature and so on, but as a means of communication it was not that necessary because the people I wanted to talk to I'd talk to in English. In France, after a while I met people that interested me a lot and wanted to talk to them on different levels. So I had an

incentive to learn French as well as possible, so I wouldn't be held back and could talk about what I wanted, in the way I wanted. And I think if you don't have that desire to learn you don't learn as well... It does come down to people a lot, because a lot of these friends and people I met influenced me in many ways. And the way they talked to me was through French. So I had yet another attachment to French language, because it was in French I was learning these things. And I suppose also when you make a friend as opposed to just an acquaintance, somebody that matters to you..., there is the emotional link with the language, you want to learn it because it is their language as well... That gives it an added, -whatever-, it makes it more enjoyable to speak... and since then, since coming back from France I know that I've lost my French fluency, it is not completely - as good as was and now when I speak to people in France I do miss that, because I can't be as quick in French as I used to be and it slows down all the communication, - there are things that I want to say which I can't, whereas before I could say anything I wanted, and be completely free and at ease in the language... With Spanish as yet, there isn't quite the same because incentive to learn it, because although I spent a lot of time there my Spanish friends spoke perfect English, so I didn't need to communicate in Spanish, and I have never actually lived there, so I have never felt that Spain was my home, whereas France was my home for that year, so I suppose there is slightly less emotion involved in Spanish, because although I actually prefer Spanish as a language, I suppose I feel more for French, because of the personal connections [So, do you think that that different involvement in the two languages has made any difference in your learning the languages (in the process)?] Yes, that is what I've said about wanting to learn, and OK you can do something intellectual and get a certain mental satisfaction from doing it, but emotional satisfaction is quite different and much more powerful when it comes to learning. When I first started French, I used to resent things like being given exercises to do and so on, sometimes I would do things like learning grammar, just because I personally was fascinated by it, like look at lists of verbs and so on. If I hadn't had that, I wouldn't have wanted to do the exercises; in fact I was quite bored with them, I couldn't see the point, because it was just an imposition, instead of something personal... I suppose that is the difference.

G: And do you see any other differences between the kinds of things that were expected from you as a learner, you as an individual dealing with the language in the classroom and you as an individual dealing with the language in any of the other contexts...

M: In the out of classroom context it was a complete involvement, I had to function in the language as a complete human being in all different ways, so it is the whole personality that is involved. In the classroom you are given tasks to do. It is an intellectual exercise, and Ok you are meant to express your thought, opinions or whatever in the language, but you thought what is the point, my language isn't French If I really wanted to say it, I'd say it in English, but when

you are in the country and you want to say how you feel about something, you have to use the language... I think I am saying the same thing over again, but it does keep coming back... to the whole person as opposed to just the pupil... [it must have been very, very different...]

G: OK, so that's looking a little bit about you as a learner, your experiences as a learner, now if you try to direct your attention to your teachers, I mean you have already said a little bit about it, but perhaps you want to say a bit more about the kinds of things teachers use to do in the classroom, things you liked, things you didn't like, your best teacher, why was the best teacher, or else your bad teacher, if that is better, you can think both ways, who was your best/worst teacher.

M: Well, in my case it is a little complicated because as far as I can remember I was nearly always very unhappy at school and literally didn't know one could be happy at school, so I suppose that clouds my perception of language. I can't remember primary school too well because I think I tried to forget it. I just remember exercises and so on. When it comes to secondary learning French, by that time I was very unhappy at school: I had started off well, but I'd had difficulty with the other children, and so on and so forth and in the classroom I was very reticent and didn't say things and so on, and was generally unhappy. So I think I was ill disposed towards anything which went on in the school. My teacher, - the one I had throughout my "O" level course, - well, I had several, but the one that taught me for language-, was competent in the language, but made mistakes, nevertheless, and because I had been doing it at home with my mother I noticed all the mistakes she made and it annoyed me, and obviously she didn't take kindly to my correcting her, which I did, quite instinctively, without meaning to be rude, but I would correct her [laughter] and of course, she thought I was an absolute pain. It was a difficult relationship, because she liked me a lot - in a way I was her favorite pupil. And I was attracted to her, - in a way- as well, she was dynamic as a woman, an extrovert and so on. She wouldn't leave you alone. She wasn't someone who you could ignore. So in the personal level there was a lot of bad feeling there, a lot of good feeling, I don't know, but generally bad, on my part. I didn't work at all with her, because I was constantly fighting with her, I wouldn't take correction from her, obviously there were times when I was wrong, but I thought that because I had caught her out a few times I knew as much as she did and what was I doing with her, anyway? So I didn't kindly to correction, I'd come late to classes, and so on and this was all part of my general behaviour at school. So I didn't get as much out of it as I think I could have done, also the classes were very, very slow, because the general standard of the pupils was low and I was bored out of my mind all the time, and then, I'd do it in two seconds, everyone else would be asking questions and I'd be sitting there thinking, come on, come on, trying to whisper the answers to every one. Then later on we

had other teachers, for literature and with the other teachers the spark was lacking, they were competent but totally boring, had no idea how to interest you in the literature or the language - at least with this teacher there had been a little excitement in the classroom, if not much-. With the others nothing happened in the classroom at all. We went through the literature... and discussed it but there was not much emotion involved and, certainly nothing very personal. And I went to the classes as little as I could, because I was bored. Again with the language, the standard of the language was so low that most of the classes were taken up with people not understanding, and having to actually work out what it meant before we could talk about it, so after a while I just completely switched off. I had read the books already, and re-read the, and re-read them, and loved some of them, really, but resented what was done with them in the classroom. Then when we got to 6th form level I had one teacher who was a complete change from all the rest. In a way she was the best teacher I've ever had in any academic subject. She was a university tutor who came in to do the 6th form : A level and S level and she took us for language and literature, so for the first time they were integrated, none of the other teachers had made any attempts to integrate the two very much. She and I instantly '*clicked*'. And I don't know why it was, that she interested me so much but she started talking about literature in a way I'd been unconsciously longing to hear somebody talking about it. She'd say things that were completely outrageous in away, but I understood them. And she talked above the heads of most of the class, they didn't quite understand what she was getting at, but I think... something about the way she said things I understood and responded to. It was a very personal thing, it worked with perhaps one child in a hundred, but it worked for me and that's when my love of literature really started coming out (199??) and also the language, because this lady is also a born linguist and has a great love and fascination for language she and manages to convey it, - completely lost on most people, they just weren't interested,- but she sparked off my own interest in language, we kept sparking each other like that, and... translation classes were sheer joy, because she took pleasure in getting exactly the right word in translating, making it an imaginative exercise instead of just 'will this do?'. It was getting it exactly right. Then discussing language, how things work in one language and having to work in another. It was frustrating, of course, because there were several people who couldn't - or weren't- fortunate enough to have this facility for languages and they'd be saying things every week - some would say "why can't you say this in French? It is right, isn't it? The dictionary, says this" And she'd say "yes it is right, but it's not French. You can't say it like that". And they would say "but why cannot you say it, because the dictionary says it?"... She would end up constantly saying " I don't know why, but you just can't, can't you feel that it is not right? ". But of course they couldn't and I would be sitting there fuming. And it is quite true, of course, that dictionaries in a sense are completely useless, because they tell you

the rough equivalent but they won't give you any idea of how the word is used and what associations it brings with it. And with her I started learning a lot about language in general - my own and the other. She taught me when it comes to translating from one language to another, to look at the thing and instead of translating the words, to translate what it means. In a sense you understand the text, wordlessly, and then you put it into words in the other language, after a while it becomes quite unconscious: you look at the thing and the right word in the other language just comes. I don't know how it comes but it just does, I suppose your... experience of the language is all stored somewhere and it comes out. And that's when I started really finding out that learning a language, and using it, and translating it, is an intellectual process, but it is also instinctive, that a lot of intuition or feeling for the language is involved. A lot of wordless understanding, intuition, imagination as well. Literature is all part of it, of course, because the more literature you've read the more different kinds of language you've got in your mind stored. And all in all it was a very enriching two years and that was what decided me that whatever I want to do it has got to be something to do with languages and it was in fact that because of her that I chose the college and university that I did because she was tutor at that college so I thought "that's the one..." Then I had her for 4 years at university: for literature and then just for language and she is the person who has taught me the most. So much so that by the end, when I was in class with her, I always knew exactly what she was going to say, the moment before she said it, and she knew the same with me: when it came to translating something we'd both be thinking and suddenly we would say it at the same time, I suppose because I just learned to think in the way she did, or we were just in tune, or something. But if I hadn't had her, goodness knows what would have happened. I would have had all this love of languages but I don't know if anyone would have brought it out in the same way [that is very interesting] [laughter] yes? [yes, it sounds fascinating, that empathy you had with her], may be this is just me, but in order to learn it does help me a lot if there is this empathy with the person who is teaching, *this* whatever it is, this spark or interest or whatever... If that isn't there, or if you are actually antagonistic toward the person, it's much harder - I personally find I can hardly do a thing if there isn't some sort of excitement generated between the two people... in whatever whether it's dance, drama or academic subjects. May be it is a fault in me that I need someone to do it for and with. But it is very hard to do it in a desert. You start thinking "Why am I doing this?", because no-one understands and you've got no-one to discuss it with and you start thinking "am I the only one?"... [yes, I think that this business of learning can be done in so many different ways and I don't know, we probably we don't think much about those learning processes, we are not very much used to thinking about those learning processes...] I think that up until today I would find it very hard to admit that for

me learning is so tied up with individual people. Because it's always been implicit that it shouldn't be like that, it shouldn't depend on people, that you are emotionally dependent, and immature and so on. I've never dared admit this to parents or godmother, or anyone, because they simply said "she is immature, she just gets hooked on these people and then she'll do anything for them". Whereas it is not that, it's not so much the person as the fact that you've both got something that you share. I suppose today is the first time I've really talked it out and found just how important it was, but it all depend on the people. OK , it wouldn't have worked with a subject I had no innate interest for - languages were my thing- but even so, if I had had no-one to bring it out, I wouldn't have found as much or if I had been to France and found no one at all to relate to to have any relationship with, probably I wouldn't have learned half of what I did. I don't know if that is a fault or a good thing or what... [yes, we are not talking about black and white issues, or right and wrong, it is the kind of experience that is meaningful to you, and I think that is what it matters, really] That is the way it is for me, probably other people will [see it in a different way, in a different way, yes, sure. Yes everything is... makes sense for you and if it makes sense for you, it makes sense for me, so that is OK]

GG: So what you just have said relates very nicely to, you've said a few things already about it: about what is language for you, but you may want to say a bit more [what is language?] yes, in general, in general terms]

M: It is not that I haven't thought about this a lot, I am just thinking how to put it so as not to ramble on for hours. To me language is a way of understanding... how can I say this: when you experience something, whatever it is, an emotion, an experience of the senses, whatever, your first experience is non-verbal, physiological, emotional and so on and it is important to keep that sense of immediacy, - in a way since you start learning languages and you just distance yourself from the experience and separate yourself from it, in the sense that that the experience is there and you're the other person who is experiencing it and you are thinking about it, whereas at the moment of feeling, whatever it is, there is only *that*, there is the emotion, the... whatever it is you're seeing, the sight (or whatever)... you simply experience it, immediately, non-verbally, vividly, and a way of expressing all that with immediacy is something like the dance. In my case it's the dance, it is a means of expression, a means of conveying this immediate raw, emotional experience. However in order to communicate experience more precisely, or to clarify it for yourself, language can help you a lot.... (horrible noise outside)... it *is* more precise. Once you start naming things, you can say, well it is not that, or that, or that, it is not quite that, not quite that and through words you can perhaps come to realize what exactly it is... If you want to share with someone else what you've experienced, you can do it directly through dance, or mime or whatever, but to really go into it and explore it and convey exactly what you mean, language is a more precise way of doing it,

which I suppose is why human beings evolve language in the first place, to preserve experience, to write it down, so as to communicate with people in the future or at a distance... and I am very, very aware all the time of bad or careless use of language. It seems to me such a sacrilege, in a way, because we have this incredible means of communication, and we don't *use* it to say exactly what we mean, we say things that roughly convey the idea, but we are not at all precise in our speaking, and as for clichés, they literally hurt when I hear someone saying something like that. Language, then, for me is a way of clarifying experience for myself and then of taking that out and giving it to somebody and ideally, of course, you should use it with as much clarity and awareness and spontaneity... as possible, in order to communicate to the other person exactly what you are trying to say, which is incredibly difficult... because when you name something, give it a name quite often you distort it, or lose it; you have an experience, try to put into words and it is not the same, you haven't quite got it. That's why you have to keep trying and perhaps use language not to define but to mm to remove possibilities; instead of saying it's this, which is much too inaccurate, you say it's not that, not that, not that, it's that, not quite that, not quite that, you get rid of all the things it isn't, - in a way this is very much the bhudist thing: of not that, and not that, and not that either, and when you say the things it's not, then you are left with what it is, which you, don't necessarily have a word for, but you know what it isn't, and then without words, you see what it is, whether we're talking about a feeling, a concept, an intellectual perception, or whatever. It is hard to do it positively, by defining, it seems much more, not exactly ethical, that's the wrong word, but more cautious to me, to proceed by saying what it isn't. Then, of course, you can do it by combining words, instead of saying it is that, you can say it's that, that, and that, use adjectives, similes, images, in order to try and convey in words what you've felt with your senses, and this is, of course, where poetry comes in, or any sort of using language: using images to convey what you want to say; because quite often you can't say things in rational language, in rational discourse, you need an image, a striking image to give the same sort of experience to the reader as you had, directly, because, as soon as your language isn't rational, it is much richer in possibilities, you can't understand it rationally, so you've got to think what exactly is it saying. That is what someone like Lorca, for example,- where he has these incredible images of the cockerels digging for the dawn, you know, "Romance de la Pena Negra". It is so incongruous, outrageous in a way and you look for a possible connection between the cry of the cockerel and the dawn coming up and the idea of looking, and digging and searching, all that comes together in your mind, in a non rational way. And perhaps gets you much closer to the original perception that Lorca had... So that is another reason, of course, for my love of poetry and literature in general... [that is fascinating, I was fascinated by hearing you talking, yes, it is] it is

probably a bit incoherent , [oh, I don't think it was incoherent, it made a lot of sense to me, I am just aware of time, of your time, you know it is 25 past] ok another few minutes and then I'll go.

G: So, if you relate all that to the language in the classroom, how different is it? [from the point of view of the teacher?] or a learner, but just classroom language... from your experience

M: Well, my own experience of language and all this that I've been talking about, my ideas about language and so on I think would be quite impossible to convey to a class of students. It is a kind of thing that I learned through discussion with one particular person, a poetess. It is a very individual thing. If I talked like in front of a class I think they'd have no idea what I was talking about... That is the kind of thing I'd try to convey, whatever I was teaching, whether it was language or literature I'd try to get in some of these 'understandings', if I can say 'understandings', or perceptions of mine. But little by little I'd try and do it in a way in which it would be well received. Probably I'd have to teach in a much more conventional manner, but then I'd say things about images, and perhaps there would be one or two people who would understand. If not I think I would really have to work at them and say "listen can you understand this if I say that?" and "don't you think this?" and we'll try again. I think I'd want to convey all that, but it would be difficult... It's certainly nothing that I ever learned in the classroom, at all. Little bits from reading writers about literature, little bits from authors themselves, like Baudelaire, and their whole perception of literature... and language, a lot through other writers, for example Buddhist or Taoist writers, and then a lot from discussion with this friend of mine, the poetess, who first challenged my ideas and said "Are you sure that it really so when you say this about language, are you sure...?" That taught me a lot. We had a correspondence for a long time, about language, which even now I go back and read her letters, and study them - I haven't anywhere near and finished understanding all the ideas that are in them- It is something which is best taught on a one to one basis, as she taught me. She's really my teacher, since I left school, in every way. Everything that really mattered about the language, literature and so on I took to her and discussed with her and she, quite apart from the academic world, taught me more than most of my other teachers put together. So again it was a personal learning process. If I hadn't met her probably I wouldn't have had a lot of these ideas ... [Well, that's really interesting... there are still another couple of questions, but we can perhaps... because I don't really want you to...] OK, oh we can meet again. [are you free on monday? m. at the same time] during the day would be better [what sort of time?] ..

GG: you will probably be very busy during the week, but if you feel that you, if the issues that we've been talking about, there are things which come to your mind and you think it is important, just write them down, perhaps that will also help, yes? [I am sure (453) be more clearly] oh don't worry about the clarity

of the thing, because,... you may, perhaps say, oh I could have said that or I forgot to say that, which I thought it was very important in my experience... [And I can tell you next time] Yes. And I will tell you a bit more about the research and about what I am going to do with the transcripts.

(Next time)

GG: Apologies about the state of room 710A. Now, we've been talking about teaching and learning, so to get a bit more into the thing, could you just try to say something about learning, something which is important for learning [learning languages?] a language, yes.

M: [you said a lot of interesting things the other day] I don't want to repeat what I said the other day [No, just sort of in a summary way, like what is important] in order to learn languages? Well obviously first of all you have to want to learn it, or if you don't want to, then, somebody has to give you a good reason... You've got to want to. Then... you've got to have the necessary qualities of attention and concentration, without which you cannot do anything. If you want to do something and you're really giving it all your attention, there is really not much you can't do. Obviously a certain amount of natural aptitude for language helps, if you haven't got that, you can develop it... you have to have quite a lot of staying power. You might not get quick results, but you have to want it so much that you are willing to keep going even when it is tedious and often difficult. So natural aptitude, desire to learn, concentration, courage to keep going. These are all things which come from you. I suppose you also need a good setting, a good teacher, a quiet place to work in, good resources: of all kinds: visual, audio, the better resources you have, obviously the better the chance, if you can actually go to the country even better... we've spoken a lot about teaching. I think that's it in summary. [ok]

G: Now if you think yourself as a teacher in a classroom what picture have you got of yourself? what is your idea of yourself in the classroom? [do you mean how I should (515)] yes, how would you behave...

M: I suppose the best way I can answer is by thinking of the best teachers I've seen, who've influenced me a lot. I think you have to look as if you want to be there, first of all, as if you really enjoy what you are doing, yes, but more importantly care about what you are doing... You have to be very much in control and confident: so not only do you know what you are doing and you want to do it, but you know how to do it, because that can be felt instantly. You shouldn't dominate the class. I think ideally I would see myself as being very attentive to the class, giving them periods of doing things by themselves but observing them all the time, not being distracted, so not holding the stage all the time, but very much sitting back and letting *them* do things, which doesn't mean letting the control go. One teacher in France said to me comparing over different methods,

that she went after the children and made them come to her, whereas I'd let them come to me..instead of going out after them. Obviously the teacher in the classroom has to look very forceful and dynamic, otherwise there is nothing at all going on, but at the same time relaxed... warm, I suppose, but not too warm , both warm and cool... You should look as if there is a lot of pleasure and enjoyment to be found in what you're doing, but at the same time that you are taking it seriously. I think, yes, the quality of seriousness: you have to convey that this is something really worth doing and worth doing properly, which doesn't mean it can't be pleasurable... I can't think at the moment what else -I could expand [ok] what I've said ...

G: Now, how do you think the course is going to help you to achieve that idea?

M: So far of course we've done very little [yes, that's why I want to know your expectations] but I think mainly, in my case, the resources, for example, the video that was shown this morning is something that I wouldn't have had the chance to see if I hadn't been here. It was of a teacher who I thought was excellent... and it wasn't so much that I needed to be told, but seeing someone good, on a video that was obviously made for a demonstration can clarify your own ideas, perhaps even given your ideas how to do things. So the resources that this place can offer. Discussions, of course, get held up, because there are a lot of people who simply aren't with you, so unless it's a one-to-one discussion you can't get very much out of it, I am afraid. If it were ever possible to talk to your tutors on a one to one basis, then I think, they could teach you really a lot but as it is structured at the moment, with these groups, its the resources and also the opportunity of going to school doing TP and so on. It's all some things that I could do without, but it is useful to have

G: Now, you've been talking and you've been very articulate about your own process of learning a language, and now you are in a different process of learning, which is to become a teacher, you are learning how to be a teacher, how to become a teacher. Have you got any idea, now, (811) about the way you think you might learn, what are the things that are going to help you in that process of learning how to be a teacher, what are the things that can be useful for you as a teacher, both here at the [university] and during TP?

M: Well, I do think that the best way to learn to do anything is by doing it, - at the same time as reflecting on it. You can learn by watching, because you pick up other people's mistakes, but until you are actually doing it yourself, you don't have the chance to not make those mistakes. So, the time at the [university], I think, will be a chance for watching other teachers on video, listening to ideas and saying "no, I won't do that, I won't do that, I won't do that", but none of that will really cristalize until I get out and start doing it again in a school. I think, that's probably the only way I'll really learn also having the tutors coming in and watching the TP, afterwards they may very well say "are you sure that you should really have done that?" It is having another person to reflect on what you

are doing. But mainly by just going out and doing it [good] because this year it doesn't mater so much if you make mistakes. - Obviously it matters to me [right, right], but it is not quite so bad ...

G: Right, those were my questions [yes, I'll keep a diary but I keep it on tape, how much you do?] it is very much up to you, very much up to you, depends how much you want to say, how it feels [yes] when you do it, so [ok] I don't know if the letter about [the diary] was clear enough [yes, it was] .

Second interview.

1 november 1990

GG: I've tried to make a summary of the different issues that came up from the first interview, so once I've put it a bit more tidy I'll give it to you, because that would be a more idealized version of what you said in the first place. So now, the first issue would be to go back and see whether you've got any thing to say about the same issues we talked about the previous week, some things that you may feel that they've changed about learning a language, about teaching a language or about language itself.

(015) **M.:** Well, when I was listening to the tape and reading the transcript I kept thinking I wanted to rewrite it all, but it wasn't that the ideas have changed, but that I could write them better. But *what* has changed I think it has been, I think, my attitude to this course, because we started doing things which were a lot of help as opposed to what we did at university: not that much use, for example giving lessons to the rest of the group and so on. And also talking to tutors, one to one, quite a bit, they've pointed out a lot of things that I thought I knew and I don't, and in general I think it has shaken me up a bit, and made me realize that may be I don't know everything yet and there are still things to learn, mainly it is just details, but it is the idea of OK I knew I can do it, but may be I can do it better. And they wanted it to be much better, so very high standards. Just details. I don't think what else to talk about.

GG.: What about the activities you've been doing?... because you remember that at the beginning I said that what I was interested in was the process of you learning how to be teachers. How do you see yourself in that process now? What kinds of activities you found very useful to you as a teacher, are you aware of what is happening up in your mind?

M: Yah, as I said the most useful thing is doing it. What is going on in my mind at the moment is a kind of desperate storing up of little pieces of knowledge that I would need in TP, a kind of preparation, in a sense I am getting a bit apprehensive about it and when they tell us all these things in lectures, I think I'm trying to record it all and remember, so as to have as much as possible to help me in the TP. I don't know if that is exactly what you mean, but that is what I am aware of doing at the moment. Taking the bits I need from what they've given us. I must remember that and that and forgetting the rest because I know I know it and I will not forget it. Another things I found, just this morning, in fact, was that it was hard for me to judge how easy or difficult things are for a pupil, because I cannot do that to my own experience, for example when teaching a point of grammar or something like that, I don't think I've ever learn the grammar in class so what happens is because I would interested in it myself I read ahead and I

already know it and by the time I had to do it in class, I've done it. I didn't need to be taught, so I just don't know what it is like to be taught a language in a sense that I've always learned it myself at home beforehand. So when the tutor here says that the pupils need more time or this needs to be clearer, sometimes I think, well that's easy, you can do it straight away, but you can't or rather they can't. So I am having to learn how to put myself in that position more. And I also find that in primary teaching, that I think that I am giving them little amounts, enough to cope with, but I can tell from watching them that it is too much and yet it seems to me that what I am giving them is just very little, because I expect to get through more in half an hour. But I am learning how to judge how much to get to each classroom. It is much less than I thought. Some people you can give more to, the ones that find it easier, just give a few examples, very clear, but not mixed things together, just stick to one... So that's been valuable... I am just impatient to get out and start doing the TP, because I think that is when you really find out when you don't know, because at the moment I am making myself a little nervous thinking, yes, I won't do that, I won't do that, but I might, so let's just wait and see just how much of all this knowledge comes out.

(072) **GG:** Have you found anything here which was frustrating, that you were not very happy with that related to your own process of learning of how to be a teacher?

M: Yes, I think that I need to learn very much alone, and when, for example in tutorials we have to do something in the department, for example mark a book, I instantly start getting tense and frustrated and impatient because whether I liked it or not I was I get held back by another person whereas if I do it by myself, I can do it quickly. So that hasn't happened very often, but it happened this morning. We had to do something in pairs and I could feel myself getting, not upset but... uptight instantly because it is very hard to try and explain it to another person... because here I am teaching them and whenever I am going to learn I end up teaching. So there I was explaining to the other person, you just cannot do that and eventually I thought I am not here to teach they can do it better than I can, so don't try.

G: How are you going to take this very personal strand of your personality about learning, I mean, this learning from a very personal kind of relationship, how are you going to take that into a classroom?

M: Well it is not at all the same, obviously, because there is only one of you and 20 or 30 pupils. And also there is not something that you can really plan in advance, this is the kind of thing that either happens or doesn't. So I just have to try and make it, and that it does happen for as many pupils as possible in the class. In a sense trying to make myself someone that they trust and open up to and want to do something for. It may not work for all of them but I hope it works for the 99% of them. And it won't ever be the same as one to one learning relationship but I hope that I manage to give enough time to each pupil, there is a

sort of echo of that relationship. At the same time there has to be a rapport of the whole class, which is difficult again. But I think the personal aspect is important and I'd try to keep it as much as I could.

G: Do you want to say something about the specificity of teaching a FL? (silence) related to your TP, something that you are aware of just now or that you are going to be aware when you go to TP?

M: When you are teaching a language the difference is that most subjects, I've just realized, is that the language is the means of teaching, the vehicle, and also what you are teaching as opposed something like history or whatever. So it is all language and that means that *you* have to be very alert to how you are using the language and that is why I think it is so important for the relationship between you and them to work, because it depends so much on you and what you are saying which is out of that part of you... if it doesn't work *with you* then they are not going to be good about the language that you are speaking, I think. Well this is a lot of confusion, I am saying it as I think it. But language is much more important in language situation than in any other learning situation. I don't know if that is all right. [yes, if this is an important aspect for you when teaching a FL...]

G: One of the things you said in the last interview is that watching teachers on video and discussing will help you know what not to do *aha*? Have you found any thing that you don't want to do?

M: Oh, all the time, and quite often is just little things, like the way the teacher would correct someone or the way she would look at someone and you'd think that is not the way should look or she'd move too quickly or she held something up too high or too low, I mean just thousands of little details and I think most of them are, they right get into, but I don't know. Something I know I do is speaking too fast, but when you see someone else doing it you really take notice of it and think, no I don't have to speak that fast. No, really it's every thing a teacher is doing, watching someone else do it hits you immediately and you think, no I'll never do that, but you might have done it if you hadn't actually seen how bad it looks. Probably it would be more useful watching oneself in a video, I don't know whether I will ever had the chance to do that

G: But would you like to do that?

Me: it would be frightening but yes, I'd like to, because I am sure that there are lots of things I do which if I watched I think that is not right, it could be better. Having someone else watching you helps but it is not the same thing as seeing for your self.

G: Then you also said something like that you were aware that perhaps you were not going to end up having to compromise and having to teach in a traditional way. What do you mean by traditional way? Why did you feel that you might have to compromise? (Did she hear this last question?)

M: I don't know whether I made that all quite clear, yes of course. Yes, traditional is the wrong word. I meant the way you have to teach when you've got a class as opposed to one pupil, which I supposed *that* was the traditional way, I mean. If you look at the old traditional teach is always one teacher one pupil, passed down like that. The way to teach in a classroom for me would be a slight compromise with what for me is the ideal situation: one pupil, one teacher, or two or three at most. That doesn't mean that you cannot do a lot of good in a classroom, just that is not the way that I personally prefer to teach and I know I won't be able to do the same things with the class than I can with one or two pupils but that's OK I'll just have to do it. It is just because of personal preference I'd rather not had to do it that way, but you cannot educate everybody in this country on a one-to-one basis, may be it would be ideal but...

G: Those were the things that I wanted to ask you about, especially something that we've already said, how do you see yourself in this process of learning, how do you learn, why are you learning, what are the kinds of things you are learning. I don't know if you want to say more on those aspects. [how am I learning?] yes.

M: One thing which is different in my case is that most people are taking a lot of notes and with the arm injuries I can't. So I think I have to concentrate more in a way, because it has to go in and not be forgotten because I won't have any note to fall back on and I feel that when I am sitting there I am not going to forget all this but at the same time I might. So I can just hope that by being completely attentive to what is being said, it will go in and it will come out at the right moment. It is interesting because I can give you... trust your memory, it does become more efficient and this is something I can do in other areas at the moment, for example, I used to write down people's telephone numbers, but in a way that is like saying to your memory I don't trust you to remember, so I'd better write it down, otherwise I'll forget, whereas now I don't. If someone tells me a number on the phone, instead of saying "wait, I'll get a pen and write it down" I just memorize it because I know I've got to. Then I find that I do remember and the same thing is happening here because I know *I've got* to remember this I just feel that I will and just think of all the trouble that it saves, all the sheets of notes, writing and all that... you can train your memory a bit more and that's what I am trying to do at the moment. In fact now if people offer me their notes my instinct is that I don't want them, because that would be telling my memory that I don't really trust you after all. I have these notes just in case you let me down, whereas I haven't got anything, then, I know I am trusting my memory and I've got to remember it and so I will. Have you ever tried it?

G: No, I've never tried it, but I am aware of my memory being very, very bad.

M: Try it, trust it, next time people give you a telephone number do not write it down.

G: But what if I don't remember it and I don't see that person again?

M: But, don't you see that if you know that you've got to remember that phone

number... you will really remember, because if you write it down, you don't pay attention to it, because you know that you've got it, but if you think no well I've got to remember this, you just do. OK once or twice I haven't got it but I keep going.

G: Apart from memory, apart from relaying on your memory, do you find that you go about learning in different ways, apart from relaying on your memory? Are you aware of other strategies, mental strategies, not just... [for example?] for example how to relate, it is still related to memory, is how do you relate things to your own experience...

M: I know, I've tried that but it just doesn't work for me. For example visualization, putting images in nouns; it doesn't work. I find it very, very (210) visualize in patterns, mathematical patterns, for example, you go up 3 times up four five times; and with words is the same. I seem to have a strong visual memory for the words themselves, quite apart from the image that goes with them, so these various strategies which are helping me learning, seem to make it more difficult for me. I just seem to remember things as I hear them or as I read them.

G: And the kind of different activities that you have being doing, like input sessions, discussions, watched videos, made some presentations and different kinds of activities which are used in teacher training. Have you found that any are more helpful than others?

M: I don't think that I've ever judge them like that, because I just take what I need from each of them, but one thing I find very difficult. Again it may be just me is that being a dancer and a student extremely active person and used to moving about I found it extremely difficult to sit still for an hour and a half. I mean I can listen, there is no problem if I can only walk around, but sitting completely still at the end of an hour... I need to move, really. And then when you've got an hour an just half and hour break and sit still for another hour and a half. After a while I just start feeling terrible and I know that I am not taking in things as well because this is too long for anyone to be sitting still, completely still without dancing around. So that is difficult. Any thing that makes a variety is good, for example when there is a video, and then discussion, video and so on. But I do find the sessions too long, in general much too long and what else? I don't really know what's being the most useful, I am not consciously aware of any learning strategy, I think just at a very distintful level taking in all the input, deciding what I need to remember and what, for example...

G: How do you make that selection? are you aware of how do you decide what are the things that you are going to be needing?

M: Yes, yes, for example when we've got an input of... a lesson plan, there is the sequence you've got to do it, how to present material and grade it and so on I am very much aware of the headings of each stage and then the details of about how

you actually do it and so on and so forth. All of that I just listen to, read, take in, but the actual titles of each session are more important, it's like selective reading, you pick up the essential in each paragraph and the rest of the paragraph, you know it because you've read it and it is in your mind when you need it but you don't try to remember the whole lot because the most important is still there, what I call the titles and they will tell you what the rest is about. So when I listen to an exposition or something I think you can tell instantly what are the essential bits and what are the just the explanation or detail around it. And I do look carefully when they put something up and make a note of all the points, just looking through once, so that I know what they are and then I think I've got a lot of confidence in my memory and I know that when I need them, so if somebody says how do you have to give a lesson, what is the plan? I can say the 8 stages and the first one is, or whatever and that it's so easy (silence). So it is a question of knowing what's the essential when you hear it, so you don't give equal effort and attention to all the bits of information which is not to say that you don't listen but you just let them to sink in, you know what is important when you hear it and then I can't even say that consciously I've been over it, but I know it's in my mind afterwards and just know it's there and will come up when I need it, when I need to do a lesson plan for example, I know it will just be there.

G: And finally, I mean, this is only the second interview and you've been doing a diary for this period of time. Do you think this is helping you in any way in this process of becoming a teacher? [keeping the dairy?] and having the interviews.

M: Yes, it has because it makes me do something which I wouldn't have never done which is take the time to bring it all again and talk about it to someone, because you don't, especially you are very busy and you don't necessarily think things over again or you might think but not in any systematic way. Whereas having to tell you about it, means that I repeat it all and repeating it does, I think, make it more clear in my mind, I think. It just brings it up again and also makes it clearer. Is like I said before about language, helping me to clarify things for yourself. It is something I am used to doing anyway. Before I started this course quite instinctively when ever I heard something, something I'd be intrigued, that I wanted to understand or just think through again, sometimes I would write it down, but more often I would tell it to a friend, because I didn't keep a diary for various reasons, letters (310) and I knew they would understand. I wrote them all about it. And realized at the end that I was carried away and write sheets and sheets and the poor person would, I just hope they wouldn't be bored. But I always did find writing of great help, because I get to a certain point and realize that is not a clear way of putting, when you put it in a better way so sometimes I'd tear it up and start again and put the important things in the right order. It is like writing an essay and putting things in the right order. And quite often I've found that I am writing things that I was not planning to write. And it is all the way through language of getting hold of experience. Sometimes I just couldn't, I'd keep

trying, and trying it up and just not being able to get it right in words and that made me feel, because I'd get angry, and I want to get a hold of this and then I'd get it. With a diary I haven't spend as much time in it as I did with those letters, partly because the the time hasn't been there. But If I did, I could write a lot. Because there has been a lot to reflect but it simply takes your time.

G: How do you feel that the interviews and diaries are different?

M: For me they haven't been that different because I've being speaking in the diary, since I tape recorded it. It has been more or less the same. Except that I find it easier speaking to you. I don't know why. Because when I am on my own, I stop and can't think of what to say after that, then have to have the pause on and don't remember actually what I was saying whereas actually having somebody to talk to it seems much easier.

G: Yes, it is much easier to talk to somebody that to talk to a machine. [yes].

M: Yes the only way I can do it now is imagine you sitting behind the machine, otherwise it is difficult. But in general, writing is very different to speaking for me because it has to be more perfect, I've not got to get it right, I mean not just when I am alone, because you can't, if you write that long it's tiresome, you try to make it more concise, and also because the way I write is very different from the way I speak. I think it's having written so much at university, it means, specially literature, it means that I do write in a very condensed, concentrated style. And it has to be absolutely perfect, not a word out of place and keep going back over it, trying to make it as good as it can be. So there is a lot of difference between the written and speaking styles. Because that was why, I wanted to change the script, because I was reading my own spoken words, which are nothing like my written words and if it had been a piece of writing I couldn't have... It is not good enough.

G: Do you think that is going to influence the way you present language, the way you work with language, the way you select language when you are in the classroom. That difference between the spoken and the written language?

M: Yes, because when you are presenting something in language you've got to keep it short, otherwise [when you present it orally?] yes, because language it has to be an efficient means of communication. People have to understand exactly what you mean and if you go on too long they are not going to learn from it. So if necessary saying exactly what you want them to learn in the clearest possible way, which means that it comes very close to written communication, except that it has to be very brief, and direct like spoken communication. It's got to sound natural, it needs those qualities of precision and brevity and clarity. So yes, speaking to you like this is very different for me than if I have to speak in classroom. In fact I find that when teaching, if I am only teaching one person I tend to speak a little bit like this, explaining things, and correcting myself as though it is not quite like this or starting to explore something with the person in

the language and then I think that that is too much again, go back to saying it very simply And I think if there is one person who is an advanced student, but specially teaching younger children, they simply will have to be repeating, especially if I've got the whole class to talk to. So there si no way I'd talk like this, it has to be just simple instructions, explanations, encouraging someone.

GG: Well I don't know whether you what to say anything else relate to what we've just said, something about TP, how do you feel about it?

M: Apprehensive

GG: But you also said that you were looking forward to it?? [yes] I've told you a little bit about this in the tape I've for you. Apprehensive because I know they have very high standards, they told me so. And on the one hand I know I can be good enough for them, but of course you do get nervous and just hope to do what you can.

Third Interview. Field Notes.

14/11/90

1.- She expects to be able to put in practice what they learn in theory at [college]. This is difficult at times because there are many students in a classroom. vs private classes when you deal with pupils individually. And also because they have to observe a lot of classes.

2 and 3 - a) The university expects from her to see whether she has learned something they've taught her in a real situation: with pupils. "They expect you to sharpen up a lot" and do things just like that. Also to follow a more personal learning process, you are also expected to learn more since you get more attention from your tutor and have the possibility of relating to him on a more personal basis.

b) the school- she is working with 3 different teachers: they expect you to learn a lot by watching other teachers; to give as much as possible: "give ourselves in heart and soul"; don't expect you to have any other commitment, not even at college: no time even to write assignments for other courses. The teacher. is very proud of her department so she expects the best from her students. The Spanish teacher: "this is a professional place". You are expected to do top quality classes, use all the resources, devise your own classes, make your own materials, no question of using just a book, teach and observe classes: a lot of preparation + tutor group (see them twice a day and teach them once a week).

- They expect you to cover too much ground

- doesn't fit with what you do at college (questions and answer vs topics)

- they tell you want to do

4.- Teacher: does not only concern about the student teachers' learning process but also about the pupils in the classroom. They provide preparation, correction and feedback, they also provide help.

College tutor: focus entirely on students, gives a detailed ideas of things which were right/wrong

5.- The way college and the school expect you to plan is like "trying to fit a square into a circle"

6.- She needs time, she feels she has all the resources, the imagination, intelligence and the knowledge she learned at college to teach, but she needs TIME, also a will to do it: 'to want to do it'.

7) Other thoughts: she wondered whether she should be in the course, she feels she cannot do it half heartily, she needs to be committed to be professional.

Teaching Practice

11.3.91

Preobservation Interview

M: Well, it's a [college] lesson, but it is a 4th year [...] lesson, meaning that the presentation has to be made in a certain way, and so on which I am going to do by giving them a text, and let them listen a few times, then, asking them to circle all the verbs which are on the future. It's something that they have done a lot and they are used to it. First of all I've told them that we are going to work in the future, asking about the pattern, see if they can work out for themselves what the pattern is, getting them to write it, give it to me so that I can write it up on the board in the four columns which they are used to, so that they can see exactly how it works. I don't know whether to do pairwork or the worksheet first. This class is more used to writing first, before speaking, so I might given them the worksheet first, and then let them do the pair work. There are several things I can do, one is the worksheet on the text, the sort of questions we had orally but written; another thing is the listening: filling in the future verbs, that I will probably leave until later; another thing is the pair work which is telling each others' fortunes. I've done this before with the 'test cultural': they all had the answer to one question, they all had to circle around and find someone who had the right answer and it was chaos, everyone was up and talking, so the same may happen, they've just got to find somebody who's got the right answer to the question, anyone of two people have it. Then once they've got all the information, - they have to ask about their friend, not about them, which is a bit more personal : *cual será su futuro? no mi futuro*, and that way they don't have to use the *tu* forms yet. Then, if there is still time they can write this information in a continuous passage about their friend. That leads on to the later work when I'll introduce the *tu* and *yo* forms. They can then talk from the first person and so on. They can do the same interview with each other but using the *tu* instead of the *usted*. But basically this lesson is just on the third person singular of the future: *vivirá* and so on. Quite a limited number of verbs, depending on the text which I didn't choose, and I would have preferred to have a better one, but no time.

Take in this H/W & correct if necessary
 as to have it to work on on Thurs
 14. 3. '91 tell story in 1st person.

91 Monica et desjostado 2.^a parte. They should
 now be able to distinguish between
 pretense & imperfect forms as they can tell
 when I first teach them as a class.

Mon 11 3 '91
 Introduce future tense (3rd person singular,
 virtually

Reasons for selection -

1. So that Gloria should see a
 lesson in which I introduced a new
 structure
 2. It was the one new structure that
 I suggested I taught to his class
 3. There won't be time to work
 on the imperfect or I with them as I have
 on the pretense. This is not an in-
 convenient moment to introduce a new
 tense as I have to take in their
 homework (production of the 3rd person
 singular of the pretense) and see it at
 home before we can move on to the
 next stage production of the 1st
 person singular of the pretense.
- Introducing the future will perhaps
 provide a refreshing change and one that
 will not disrupt interfere with their
 work on the pretense.

worksheet enclosed
 (This class is used in consolidation by
 writing and is better able to carry
 out other consolidation activities after
 writing. can go along with this
 to a certain extent as written Spanish
 a close enough replacement of spoken
 Spanish not to interfere with ^{input} their
 pronunciation of this has been produced
 first)

ng, Anterson 1 21 1 with a second
 ng transcript, this time filling in the
 3rd person forms of the future tense

1 21 3 ? - then adding those verbs to
 not encountered in the text to their
 verb table? / Add verbs from last table?

ation Draw attention to 1st person forms?

le Make predictions to their partners
 according to cards drawn from an envelope
 I send su About a friend to avoid need for
 Partner 1st person singular when writing down. rem.

cards, in. vi. etc Questions on the information gathered
 in this way / using 1st or 3rd person
 introducing to forms? - or 3rd person
 it's about a family/a couple / or a man
 past tense? etc
 Where can this 3 information be used?

¿Cuál es la vida de Luis?

Vive muchísimos años. Tiene una enfermedad grave, pero la supera. En amores tiene suerte. Su mujer le quiere mucho y le da tres hijos. Sale de viaje. Va a un país lejano, en compañía de otra persona que le hace muy feliz.

Gana todavía más dinero.

Su corazón y sus sentimientos pasan por una crisis, una crisis de amor. Pero la supera. Su suerte va siempre hacia arriba.

una enfermedad = an illness

la supera = he gets over / overcomes it.

la suerte = luck, fortune

salir de viaje = to go on a journey / trip

le hace feliz = he / she makes him happy

todavía mas = more and more

todavía menos = less and less

pasar por una crisis = to go through / undergo
a crisis

ir hacia arriba = to rise

¿Cuál será su vida?

Vivirá pocos años
 Tendrá una enfermedad grave
 No la superará
 Su mujer no le querrá
 Le dará tres hijos
 Nunca saldrá de viaje
 Nunca será feliz
 Será importante

Si	No

Ejemplo: ¿Vivirá muchísimos años o morirá pronto? Vivirá muchísimos años.

Tendrá una enfermedad grave o nunca estará enfermo?

Superará la enfermedad o no la superará?

¿Su mujer le dará tres o cuatro hijos?

¿Irà a un país lejano o irà a un país cercano?

¿Ganará todavía más dinero o ganará todavía menos dinero?

Lesson transcript**Mixed class****4th year****monday****double period (11.45-1.05)****16 students****Textbook: *Antena***

(032) M waits in silence till everybody is quiet and settled down to greet them

M: *Buenos días* C: *Buenos días* M: *¿Cómo estás?* C: *Estoy bien* M: *¿Bien?, bien, me alegro.*

Register: M: *Voy a pasar lista, Daniel...* SS: *si señorita.* M: *S, ¿no está?* .

M Introduces me and tells the class why I am in the class: M: *Bueno esta es la Srta G.* C: *Buenos días.* M: *Es española, es de Avila...*

Warm up: M introduces and explains activity, students read the text, M asks questions:

M: *Bueno*, I'll take your homework in at the end, but now, *para cambiar un poco*, for a change, we are going to look at the future tense. First of all this is the context. It's about a man who goes to a fortune teller. Just to make sure that the text is quite clear, here is a little warm up, have a look at this text and then I'm going to ask you a few questions on it. This is all in the present text. It's what his life turned out to be. *Vale? Lo habeis leído?* Have you read it? .

M goes round helping with the language (translating, checking whether they have read it, first with class, then with individual students):

M *Leerlo, por favor... Las palabras que no conoceis están ahí... estas son las palabras que quizás no conozcais ...* S: *is that one word?* M: *Sí, muchísimas. ... Amor, amores, love... lo has leído? ... bueno a leer... si, está claro? ¿ya está? ¿está claro todo? ... ¿está claro? ¿sí? ¿lo entiendes? muchos, muchísimos... ¿está claro todo? ¿ya está? Bueno ¿ya está? ¿terminasteis de leer? ¿ya está? ¿Sí? Listas? Ready? J, C, listas?*

Oral questions: M -C(si/no):

M *Bueno, voy a haceros unas preguntas. Primero vais a contestar si o no. Si si*

es verdad, no si es falso. ¿vale? Bueno. Vive muchísimos años. SS si, no M vive muchísimos años, si. Tiene una enfermedad grave. C: Si. M: No la supera C: No. M: En amores no tiene suerte. C: No. M: Su mujer le quiere mucho. C: Si. M: Le da cuatro hijos. C: No. M: Va a un pais lejano. C: Si. M: Gana todavía menos dinero. C: No, si. M: todavía menos.. C: (not clear: no) M: Su suerte va siempre hacia arriba. (pause) Su suerte va siempre hacia arriba. C: Si.

M -S (alternative questions)

M: Bueno, ahora one at a time: ¿vive muchísimos años o vive pocos años, S? S: vive muchísimos años. M: Muy bien. ¿Nunca está enfermo o tiene una enfermedad grave, X? S: Tiene una enfermedad grave. M: Muy bien. No la supera o la supera, X? S: La supero. M: La supera, muy bien. ¿En amores tiene mala suerte o en amores tiene suerte, X? S: En amores tiene suerte. M: Muy bien. ¿Su mujer, le quiere mucho, o no le quiere nada, X? S: su mujer la quiere mucho M: le quiere mucho ... le quiere mucho... todos juntos, le quiere mucho. C: le quiere mucho M: X? It's 'to want', it's also 'to love', su mujer le quiere mucho, si? bueno. ¿Le da tres hijos o le da cuatro hijos, X? S: Le da tres hijos. M: Muy bien. ¿Sale de viaje o nunca viaja, X? S: Sale de viaje. M: Muy bien. ¿Gana todavía más dinero o gana todavía menos dinero, X? S: Gana todavía mas dinero. M: Muy bien. ¿Su suerte va siempre hacia arriba o va siempre hacia abajo, X? S: .. abajo. M: va siempre hacia arriba o su suerte va siempre hacia abajo. S: Hacia abajo. M: ¿hacia abajo? o ¿hacia arriba?, X? S: hacia arriba. M: hacia arriba, esto es.*

M -S. M asks questions, students give correct statements.

M: X, ¿cuántos años vive? S: (silence) M: ¿Vive pocos años? ¿cuántos años vive? (pause), X ¿cuántos años vive? S: Vive muchos M: muchísimos. X, (the first student) ¿cuántos años vive? S: Vive muchísimos años. M: Muy bien. Tiene una enfermedad, X? S: Tiene una enfermedad grave. M: Muy bien. Su mujer, le quiere, S? S: Su mujer le quiere mucho. M: Muy bien. ¿Cuántos hijos le da su mujer, X? S: le da tres hijos. M: Muy bien. M: ¿A dónde va, a dónde va de viaje, a dónde va? Va a un pais cercano? S: No, va a un pais lejano. M: Muy bien. ¿va solo, X? ¿Va solo? S: No.. M: ¿En compañía de quién? S: De otra persona. M: De otra persona. Muy bien.*

M checks whether it's clear both with class and individual students

Bueno. ¿Está claro todo? Esta...claro? ¿más o menos esta claro, X? is it clear, esta claro? S: yes, just about.

M explains next activity:

M: *Si? Bueno ahora vais a listening escuchar el mismo dialogo, pero en el futuro.* That was what his life turned out to be. This is the prediction that a gipsy made to him at the beginning of his life. It's exactly the same but all the verbs are in the future...

M: gives out the written texts

Bueno, vamos a escuchar, X? ¿Estas lista? ¿estas listo? X? ¿Listos para escuchar? Estas listo? Listo? Bueno vamos a escuchar ...Unidad 21 cual será tu futuro. Sesión primera, vivirá (see photocopy muchos años. Escucha a la gitana.

2nd listening

M explains activity:

M: *ahora vais a poner un circulo around all the verbs in the text. Every single one... Anda todos los verbos*

While students do the activity she helps out individual students and starts her work on b/b

no, usted is you tendrá, si S:...muchísimo...

M: *si, muchísimo, S:* yes, but what is it? **M:** *muchísimos es*

-ar	-er	-ir	irregular in the future
dará	será	irá	tendrá
ganará		vivirá	hará
superará			querrá

M: checks whether they've finished and since they haven't, continues on b/b

M: *¿terminasteis, terminasteis?, ¿todavía no? ¿Ya está?*

M: explains next activity

Bueno, ahora mirád, mirád, por favor, escuchad, escuchad, por favor. Now, can you try and work out which of the verbs in the circles are in the future. They all

follow a certain pattern, they all end in the same way. Just look at them ... *Bueno, escuchad, por favor.* can anyone give me one verb which is in the future? S: *iré*. M: *iré*, is one. Don't write this down: *iré*. Another, *Otro*. S: *tendrá*. M: *tendrá*. *daré*, X? S: *daré* M: *Hara*. ¿Qué más?... ¿Cómo? S: *ganará*. M: *ganará*. S: *vivirá*. M: *vivirá*... S: Are we supposed to be writing this? M: Don't write it yet . ¿Qué más? What about *su mujer*? S: *querrá*

M elicits from students (grammar awareness)

Bueno, ahora mirar, look, ahora mirad, por favor, mirar, X? can you see a pattern in all these verbs? S: *-ra* M: *-ra*. So, they all end in *-a*. What comes before the *-a*? C: *-r*. M: and as well as that? ...what have you got when you take the *-a* off? S: *ganar* M... *ganar, vivir, ser, ..* C: the stem, the infinitive M: the stem? exactly...

Verb practice on b/b (M -S)(She writes the right handside verbs in the different columns)pronunciation practice: ss read

M: Look in your exercise books, where you've made the columns.for the preterite Now we are going to do the same thing, 4 columns, but for the future. *Now, ya está?* Have you found it? Can anyone tell me which columns these verbs go into? S: *ir* is irregular. M: *Ir*, is it irregular in the future? It may be irregular elsewhere. You've got the stem plus the ending, haven't you?... So which column? S: *-ir*. M: X? S: *iré*. M: *iré, muy bien. La siguiente, tendrá, X?... tendrá*. Where should it go? S: *-er*. M: *er*? But is it regular? Does it follow the pattern of stem + a? S: No M:. So? S: Irregular. M: *Esto. tendrá ... X, me puedes leer esto?* S: *tendrá*. M: *Muy bien. La siguiente, X?* S: *daré* is regular. M: *Esto. X, me lo puedes leer?* S: *hara*. M: *hará. Bien. La siguiente. S: dará. M: Muy bien. dará. X, me lo puedes leer, por favor?* *dará. S: dará. M: Bien. La siguiente?* SS: *ganará, M:ganará, bien, ganará. me lo puedes leer, X?* S: *ganará. M ganará. Todos juntos. ganará C: ganará...* (till the end) *Ya esta, terminasteis?... Bueno ya esta? Terminasteis?...*

Third time listening: directions

M: This time listen again but pay attention to all these verbs... ¿Listos? X? X? ¿Listos? Ready? X, X? ¿Estas lista? Bueno vamos a escuchar

Activity: Yes/no (M-C)

M: *Bueno, ahora decidme, si o no. Luis is joven, ¿si o no? ¿es joven? Si o no?* C: *Si*. M: *vivirá muchísimos años*. C: *Si*. M: *tendrá una enfermedad grave*. C: *Si*. M: *No la superará*. C: *No*. M: *Su mujer no le querrá nada*. C: *No*. M: *Le*

dará 5 hijas. C: No. M: Pronto saldrá de viaje. C: Si. M: irá a un país lejano. C: Si. M: La acompañará otra persona, le hará muy triste. C: No. M: ganará todavía más dinero. C: Si. M: será muy pobre. C: No. M: será importante. C: (not clear) B: será importante en el futuro próximo. C: No, si. M: será importante. C: Si. M: Si, no? será importante.

M-S' One at a time' (or)

M: Bueno ahora, one at a time: ¿vivirá pocos años o vivirá muchísimos años, V? ¿vivirá pocos años o vivirá muchísimos años? S: vivirá muchísimos años. M: Muy bien. ¿Nunca estará enfermo o tendrá una enfermedad grave, X? S: tendrá Ud. una enfermedad grave. M: Bien. But if you are speaking about him, you don't need the Ud.: tendrá una enfermedad grave. S: tendrá una enfermedad grave. M: Muy bien. ¿No la superará o la superará, S? S: La superará. M: Muy bien. ¿Su mujer le querrá un poco o su mujer le querrá mucho, X? S: Le querrá mucho. M: Le querrá mucho. Muy bien. ¿Le dará tres hijas o le dará tres hijos, X? S: le dará tres hijos. M: le dará tres hijos. Muy bien. ¿Nunca viajará o saldrá de viaje, X? S: saldrá de viaje. M: Muy bien. ¿Irá a un país cercano o irá a un país lejano, X? S: irá a un país lejano. M: Muy bien. ¿No ganará dinero o ganará todavía más dinero, X? (pause) No ganará dinero o ganará todavía más dinero S: ganará todavía más dinero. M: todavía. S: todavía. M: Muy bien. Todos juntos. C: todavía. M: ganará todavía más dinero. C: ganará todavía más dinero. M: ¿Será importante o nunca será importante, M? (pause) será importante? S: será ... será importante. M: Muy bien.

M-S (full sentence)

Ahora... ¿vivirá pocos años, S? S: vivirá muchísimos años. M: Muy bien. ¿tendrá dos enfermedades graves, C? S: (not clear) M: ¿Cómo? S: (???) M: At the beginning. ¿tendrá dos enfermedades graves o tendrá una enfermedad grave? S: tendrá una enfermedad grave. M: Muy bien. tendrá una enfermedad grave. ¿Su mujer, le querrá? ¿le querrá, X? S: Si, M: ¿Le querrá un poco? S: Le querrá mucho. M: Muy bien. ¿Cuántos hijos le dará, C? ¿Cuántos hijos le dará? S: Le dará tres hijos. M: Muy bien. ¿Cuánto dinero ganará, T? ¿Cuánto dinero ganará? S: ganará todavía dinero. M: Muy bien. ¿Será muy pobre, D? S: No, será muy rico. M: ¿Será importante, M? S: será importante. M: Muy bien.

Written worksheet

M: Ahora vais a hacer la misma cosa, the same thing but in writing... Do you see

how the pattern works? *Si?* ...

M gives worksheets away. One of the students wants to know the time. **M** tells him to say it in Spanish

While students do the activity she goes round and gives them another worksheet and an envelope

bueno a trabajar..

Side B

Change of activity

M: *Bueno, ahora parad, por favor, se acabó.* Wherever you are stop, *parad*. Can you fold the worksheets and put them in your books? Sh. *Tranquilos. Ahora escuchad, escuchad*, listen. *Bueno, escuchad*. Your homework for next time will be to complete the worksheet wherever you've got to.

New activity

Ahora caged el papelito este y mirad esto. Think of someone, a friend or anyone, whose future you are interested in, anyone, *un amigo, una amiga, cualquier persona, ya esta?* Now, these are all questions that you have to find out about this person. Now everyone in the room by some form of ESP has got the answer to one of your questions. Everyone's got different answers to one or other question. What I'd like to do is, as you did before in the *test cultural*, get up and ask everyone else in the room these questions about your friend. If they haven't got the answer to that particular question they will say '*no se*', like before; if they have got it, note it down. *¿Vale? ¿Está claro?* Go and ask everyone else these questions about your friend: *¿vivirá muchos años?* ... And the other person will answer according to the little piece of paper that you've got in the envelop ...

M goes round and explains things to individual students (some of the students ask the questions in Spanish, others open the envelopes and write the answer without much oral interaction) (students had to get all the other answers from other students). As individual pairs finish **M** tells them what to do next: to write out all the answers and they will have the predictions for someone.

One student says that they will all be the same, she tells him they won't and why not, (couldn't hear) (The exact combination of answers, then may well be different for most students. Because 2 people have an answer to each question, and each of the two people has a different answer)

M: explains the next activity

M: *Ahora parad, ahora escuchad, escuchad, por favor, escuchad, escuchad, escuchad, por favor, C. A.* Ok Now that you've got all these different predictions about your friend or whoever it was, about his future, I'd like you to take them all and write them out in a continuous passage, so that you've got a complete prediction. The title is *¿cual será su futuro?*... They can go in any order which is sensible... **S:** well, what's sensible?...

She goes round helping individual students. Some students want to know the time, she exploits the situation asking them to say it in Spanish

M: sets homework

M: *Bueno, escuchad un momento, escuchad, sh.* Your homework is first to complete the worksheet and then to complete this. I won't be able to take your books at the end because you'll need them to finish this, so I'll take everything next time. *De acuerdo. S?* Carry on for another minute and then you can pack up
Packing up: ... you can pack up now...

She waits by the door and says 'adios' to everyone.

Post observation interview

(886) GG:.. lets talk a little bit about the rationale of your lesson

M: Well, all this you'll see in the lesson plan, when you get to read it. The reason why I chose the future, was that I wanted you to see a lesson in which I introduced a new pattern or structure, because I think that's the kind of lesson in which you'll best see the method at work, rather than when we're revising, and that was the one new thing that the teacher had asked me to do, the rest was all really revision, so I thought I'll save that for when you came, otherwise I might not have done it at this stage. But I thought, you were coming, so I'd like you to see it. Because when you've got something new to teach, there is a very clear pattern. I don't know how familiar you are with the [university] Method [I think I am familiar, now] well, it's a very clear progression, what's different is just how you do everything at each stage, for example, there is the presentation, at this level you can do it with a text, but there are other ways of doing it, like... you can give them a text with some words missing, which aren't the words which you are interested in and while they are listening to the other words, they are then hearing the words you're interested in. I didn't do this time because of too many difficulties, because when you have the completed text, it isn't very neat and so on and they get some of the words wrong and they're not clear about the meaning. So I thought I'd give them the complete text, simply let them listen a couple of times. Oh you've noticed that I gave them some preparatory work so that they understood all the rest of the words in the text, because although they are supposed to be a top set, and they should know all this vocabulary, as a matter of fact the usually don't, they don't know as much as I am told. That's why I did the preparation.

The presentation was simply exposing them to the verbs and then after the presentation [I was] asking [them] about the pattern, it's a way of focusing attention on the form: getting them to put circles around them makes it even clearer. And you saw the way that, after the presentation, you have to consolidate it by writing it down. The way I did it in 4 columns, is what they are used to, { they were used to putting verbs into four columns with me, not T, but they were used to writing out patterns} because then they can clearly see what sort of verb each one is [they are used in the school?] and also, myself, I don't find it a bad way of doing things at all. Because then once they've got the pattern down, - you've noticed that I make them tell me the pattern, I didn't tell them-, once they've done that they can take any other verb and see how it will go. You've noticed that I just did the 3rd person singular which is the way we always start teaching a structure and next time it will be the *yo* and *tu*. [why do you start teaching the 3rd person singular?] First of all because that's the way a child first learns a language, if you've noticed, they talk about he, they can't make the

link between I and you, they talk about he wants this, Paul wants this, and so on and then, it's easier to talk about. If the text is all about I, you can't ask about I, and get the answer I, you need the I and you, whereas if it is he or she there is a point of reference and we can both talk about the same thing: *vivirá, si vivirá*, and so on. Later on there are different ways of introducing *viviré, vivirás* and so on or rather the other way round. But that's why I chose the 3rd person singular and usually what you do after, having written it down, asked about the pattern, made sure they've got it right, is then you do some pair work so they will be using the language before they see it written, i.e. apart from the initial writing down of the pattern. In this case I didn't because, since written Spanish is so close to spoken Spanish the written form doesn't interfere with the spoken form, provided they had good practice, as they had, in speaking first, and this class is used to consolidating in writing before they speak. So I gave them the worksheet, but not for long, I made them stop, then I wanted them to use this language actively and my way of doing that was to give them things they had to find out and make sure that each person had just one or two pieces of information, so that they had to go round and ask everyone, all the questions. And even the ones who managed to get out of asking and just copied down, at least, they were understanding and writing the language, even if they were not actually speaking. And I tried to make sure that most of them spoke, which they did quite a lot. After that, more consolidation activities. What I would ideally have liked to have done was a listening, the same text again, but this time what would be missing would be the verbs in the future, just the 3rd person singular of the future tense, those would be missing, they'd have to listen again and fill them in, but I saw there wasn't going to be time for that, so I improvised something which was to write out the answers, to make a complete passage, which again is more practice in understanding, reading, writing and so on. Next time I'll do the listening, they'll also carry on with the worksheet at home and then we can either use the same texts to convert them into the *yo* or the *tu* forms or we can take different texts, which use the future in those forms, but this is all very much the [university] method: a presentation in which language creates its own context, instead of using pictures or video, or whatever, you use a text, and then you convert the text from one person to another or you put it into a different tense, and so on but you are working with language, you don't need the support of pictures. Except that to set the context I did leave the picture of the gypsy fortune teller on the transcript, I actually don't like it at all. I find it very offensive. But I thought just telling them 'this is someone at a fortune teller's', they wouldn't necessarily get the point, whereas if they actually saw the picture the context would be there, in front of them. And also it's a clear context: at a fortune teller's they will say, you will do this, you will do that, there is no confusion about what the language means. That's the rationale behind it.

G: And how did it go?

M: how did it go? They were very quiet. It could have gone better, because it wasn't a very good text. If you see what I did before on *La vida de Goya*, there were many more questions I could ask about it whereas this is very limited, you couldn't give alternative questions, wrong answers, and so on. It was quite limited in the things you could do with it, so the questions were not very exciting. Apart from that it was Ok. I mean. I think it went very well, - the only reason I hesitate about it is that other lessons have gone even better, because of more interesting material. For example we did things on Lorca and so on. That was a risk, because I thought, are they going to be interested? In the test cultural, it was just an excuse to use the preterite in the third person: *empezó, descubrió* and so on, but it was talking about *¿quien escribió Bodas de Sangre?*, quite interesting things about Spain. And the thing about Goya, the same. I thought are they going to be interested? never mind, give it to them anyway, and they were. And when it came to Goya I suddenly realized they probably hadn't seen anything of his at all. So I brought some reproductions of his paintings and spoke a little about: *Los caprichos, los disparates*, and his portraits and what *caprichos* means and so on, and they were surprisingly interested and asked all sorts of questions about Goya and so on. So that material I found more exciting, more interesting, because it's about Spain and so on. All this ties in with what we've learned at the [university], (but could learn anywhere) which is that English people don't really have economic reasons to learn another language, it has to be for social and cultural reasons, so the way I try to do that with Spanish, because my own personal interest in it, is to introduce them to Spanish life and, not only Spanish, but Latin American. So that the actual texts we are using are also telling them something socially and culturally about the country. That's why this particular text I found it a little bit flat, simply compared with some others I've used. In itself they probably found it very interesting, in fact I am sure they loved it, the gipsy and the fortune telling. That's the only reason I have any reservations about the lesson, apart from that it simply went very smoothly, according to plan. I mean, that's the beauty of having a method, that whatever you have to do, whatever you have to teach, you know how to do it, it's just a question of finding materials and finding exactly what way to do it. But I knew what I wanted to do and simply did it and that was it. And it went exactly as I had planned. Except that they didn't perhaps pick it up quite as confidently as I would have hoped, which it means it will need a lot more consolidation. They were actually using the forms very well. No, it wasn't that, it was: I don't think they are quite sure of the meaning of the language used, they are quite clear about the verbs, I am sure of that now, but the rest of the language which was used in the text, things like *a menudo, amor*, and things like that, I keep finding these *lagunas*, things that they really should know and it brings you up short because you expect that they'll know *viaje* and that sort of thing and for some reason, -well, I know the reasons

why-, they haven't assimilated it. And so for that reason often things can go less well, simply because you are expecting things which you shouldn't expect. That was the main problem, I think, it was whether they understood the rest of the language, which I couldn't take for granted. I mean they were all manipulating the future tense, very, very well, but I am just wondering exactly how much they 'really' understood. They might have understood that that verb means *viajará*, *vivirá* or something, but may be they were not quite clear about the rest of the sentence. It doesn't matter. They were manipulating the form correctly, and they were getting the gist, but I think I'd better check on understanding in future... They usually speak a lot more, and a lot more confidently, but perhaps, again, because this is the first time that there is something absolutely new, they were hesitant, and then having a Spanish person sitting there... but, I don't know, I felt quite happy in the lesson, there weren't any difficulties. Even the ones who were usually troublesome weren't... I don't know, I don't know what else to say about it.

G: So, in terms of language learning the kids the only problem they seem to be having is the actual, some of the vocabulary that they weren't familiar ...

M: yes, the language that I was actually teaching them, in this case the future, they did know and they will know it the next lesson and they won't forget it, and we'll carry on consolidating it until they've got it. What I can't count on is things that they've supposed to have learned in the past. You'll see when you see my file that when I arrived I was told very confidently that 'yes, they know the *pretérito* and the *imperfecto* and they can distinguish between the two'. Of course they haven't the faintest idea. So I had to spend 4 weeks simply sorting out the preterite, person by person, third person, first person, second person and the rest and distinguishing it from the imperfect. A lot of work that is meant to have been done but hasn't been. I look back at their exercise books and they've done all these things and they have set out rows and words of verbs all used perfectly, so I thought 'they are very competent', but it hasn't been assimilated. So yes, the problem is not being able to count on the basics. But I feel very confident about what I am teaching them, because they do get it. A lot of them were away today, you may have noticed. And the ones who were away were the ones that are better, my best ones were all away today. I don't know how you felt about it, I thought it was Ok. They also enjoyed it. I didn't like the text, but they did.

G: And how did I feel to have me in the class?

M: wonderful, it didn't make the slightest difference. However nervous I got beforehand, it was because I was nervous about my Spanish with you there listening, not about the lesson, and you probably noticed from the way I was speaking that I was very nervous [but it went fine, I mean you didn't, you were just nervous in the way you spoke, you didn't make any mistakes, your voice was a bit...] I don't know, one or two, but having you there Ok it might have made me nervous, but I didn't feel bad. I actually enjoyed having you there...

G: ...we've been talking about your lesson today, but when you are planning in general terms, what things, do you take in to consideration when you are planning?

M: First of all the first thing that I have to take into consideration is what I've been told to do here, you know they follow *Tricolore*, in French. In Spanish it's different, I can really do what I like..He said "do what you want". [so tell me about Spanish then, if that's the way you do it more...] yes he gave me an idea,(I think it was more because he thought that I wouldn't want to have to think for myself what to do), which was to introduce the future and then jobs, professions and so on. All this is revision, the only new thing is the future, ... and he also said revise the preterite and the imperfect and he thought that a little bit would be sufficient. So the first time I saw them I gave them a text, in which they had to distinguish between the two verbs and [I] found that it was hopelessly beyond them, they hadn't the faintest idea, so I thought 'right we're going to sort out first the preterite, then the imperfect'. I don't think I'll actually get on to the imperfect, but the last thing I'll do before going is making sure that they can distinguish at least between the preterite and the imperfect. So to concentrate on the *preterito*, first of all, well I simply had to plan how to introduce it as if it were new, because their idea was so hazy that I thought, lets just start again from the beginning. So I found a text, that was the *Vida y obra de Goya*, which is all 3rd person singular -again, the 3rd person- in the preterite, and it gave a list of things he did in various years with the dates and they had to put it in the right order following the dates which were revised first. That was very easy, all they had to do was to put it in order, but they were seeing (?) the preterite, then the oral part of the presentation was I simply asked them questions, first the yes or no, then the alternatives, then was it this? No, it was that, and then, *qué hizo en whatever año* it was... They did that orally, then we did a worksheet on the same thing, then consolidation, as in this lesson: putting up the preterito in the right columns... I gave them a lot more irregular ones at various stages, simply gave them, as sometimes it's the quickest and easiest way to do it; 'they go like this', try to see the pattern. Then after they did that there was another text which was a dialogue, an interview, in which someone's speaking to someone, calling them Ud and the person is answering with the yo form, I gave them the text and asked them to circle all the verbs and then divide them into two groups by marking them all the ones that ended in -o, as we'd seen the 3rd person did and all the others. And then I asked them about the pattern of the other verbs and asked them what they were and they identified them as the yo forms. You'll see this in the lesson plan -I can't exactly remember how I did it, but then I asked them questions, using Vd to them and they to answered in the yo. So they would again simply to use the text, then we had another listening during which they fitted in the yo forms, then... To introduce the *tu*, we did the same interview, or rather they did it with

each other, but using *tu*, instead of *Vd*, so they had to make the substitution. So when I was planning, what I was doing was looking for texts which had the language I wanted: 3rd person, then 2nd person, then first person and so on. How to use the texts is quite straightforward: presentation, consolidation, listening, so on and so forth. So that was planning the language to be introduced and how to do it. Apart from that, my own personal plans: what is the content of what I am going to teach them, what is there going to be of interest, so that's why I chose the thing about Spain and the thing about Goya and so on. Once you've planned the language you are going to introduce, you also have to think about the rest of the language which is the text. First of all don't choose a text which has too much difficult language around the words you are interested in. And if you are not sure, make sure they understand all that first, do some preparatory work, as I did today, so that's kind of secondary planning, which depends on what you want to do in your original plan. The sequence of activities is flexible, but is quite a set sequence, - I mean, you can be flexible within the progression. The only thing you need to have to think about is time. How long will each thing take and how can you best fill the lesson so that you've actually reached the end of the progression by the end of the lesson, you haven't broken off having in the middle, so you've gone through all the stages short. That may mean cutting some short. It's something that you very much have to judge while you are there. Make sure you've got enough to more than fill the lesson, but make sure that you also bring it to an end, instead of just leaving it and picking it up next time. You do that, of course, by using graded material, so that you can always stop in the middle and they can finish it off at their own pace. A lot of things came up during the lessons that I hadn't planned for, for example something that I'd assumed they knew they didn't, so I had to quickly sort that out, that's why these lessons are more flexibly planned than the French ones. Because the Spanish teacher left me so free, I can I do what I want and if I can't teach something in one lesson it doesn't matter, I can do it next time or do something else. So I tended for each lesson to plan it but also to put alongside the plan other, additional materials which I could use. Or what I would do was to plan the activities, but I didn't plan the order they would go in. In fact, sometimes I hadn't clearly thought through what was the best order, but in the lesson I realized that they had to do that first, and I had to introduce that text later, once they've done that... So the plans are very flexible within the outline. Then, oh yes the other thing which I did consciously plan was variety, change of pace, so that they are never doing the same thing twice, never two reading and writing exercises. Well, the spoken language predominates at first, because the presentation is oral, but then I tried to give them some more speaking later on and just balance the skills, and have quite a lot of changes, so once they were settled down doing something, I didn't want to just let them go on until they started getting restless, but let them work for a while and then quickly stop and go on to something else. So that they were constantly changing and didn't have time to get

bored, which they didn't, they seemed to enjoy the lessons. It's very much like choreographing a piece [of dance], you have to think all the time about variety. And then when you are actually dancing, performing, you have to think "Ok that's what I choreographed but is actually coming off?" and if not then make changes and introduce variety in other ways. So there's one planning that I did alone beforehand, fairly flexible, and then there are the modifications to that plan, which I had to bring in during the course of the lessons. A lot of planning in my head, less on paper, because there wasn't any need to write it all down, I knew what had to be done, then afterwards I wrote down what I'd done, and it came out beautifully, as if I had planned it [as if you had written it?] Yes, my plans beforehand are flexible, whereas afterwards I wrote down what I had done and every time it was strange, when I wrote down the things I'd done, they did all fall into a very nice progression, so it showed that somehow, instinctively or however during the lesson, I was shaping the lesson according to a definite plan. I think there is something that you just have to do during the lesson: the timing and the progression of the materials and activities. The French is different because as well as all that I have to plan what they want me to do and what I have to get through during the lesson. I had to teach the language which is in each unit, because at the end of each unit there is a test, so if I do anything which isn't in the unit, it's taking time away from teaching things they need for the test. And things can't be taught in the right order, because *Tricolore* introduces them in a different order. But I just do my best with what I have to do, trying to shape it into coherent lessons... A lot of it [planning], perhaps more than it should be, is dictated by the materials I've got. In Spanish I'm very lucky because I've got *Antena*, which has quite a lot of very nice, interesting material. If I had to make all my own materials then the lessons would be better, but as it is I can't ... the material they present (i.e. coursebooks) is often more attractive .and you've got the recordings that go with it, so I thought I'd use it, find the best texts in it, but often words come up that I wouldn't have taught at that time, or they leave out one or two that I would have taught, so I had to put them in or give them afterwards once I've decided the language I want to teach in the lesson, before doing anything else I have to find some materials that I can use and then everything else is done according to the materials. That doesn't alter the structure of the lesson, but which particular words or what particular language that I have to take from the text. But usually I choose a text because it's got the language in it that I need and *Antena* is often very good, the texts I have used have been useful and attractive.

SR: Melani's own description of her lesson. Transcript of the original written record.

Class settle down, realize M is waiting for them to do so and gradually stop talking. (M a little nervous) greets them, and asks '*cómo estás?*' Class answers rather hesitantly. Register. Some of the class become a little distracted. M in control but nervous.

M introduces Gloria. Class is interested, 'wake up' a little more! One pupil spontaneously greets G. who answers in warm tone. M tells class a little about G. when reaches '*es una*' 'research student' gives last words in English (This was so that class would understand) After a moment, class realize this and laugh. The atmosphere becomes more alive. M turns to G and asks '*¿cómo se dice esto?*' G. answers in Spanish, class listens.

M gives out first text. It's not certain that all students have completely understood from her brief explanation what it's about. Class settle down and read. M goes round helping individuals. Some pupils become distracted. M gets all the class' attention and starts Q/A. After the first questions the class realize what they have to do. They're not always sure of correct answers. M asks individuals questions. Most answer correctly. M is encouraging but sounds cool and business like. When a student hesitates she waits for a moment to see if the student will get the answer on his/her own, then asks the question again, usually in a form that suggests the answer more clearly.

Listening to "Antena" recording. Class listens without (on the whole) become distracted) M asks class to circle all verbs. Class look interested, 'get down to it' fairly quickly. Some asks if various words are verbs. M asks class to give her verbs and writes them up all in columns on... side of board. Class becomes more 'alive' and venture suggestions more confidently and spontaneously. M asks class about patterns, getting the explanations to come from them. She has written up four columns while class have been circling verbs, now asks students to tell her which column each verb should go into. When a student says 'ir' is irregular' she gets him to see that it is regular in the future tense. After a pupil puts a verb into the right columns, she writes it in, reads it out, then asks another student '*me lo puedes leer?*' then asks for '*la siguiente?*' a rhythm is thus established and the activity is kept alive. Class work well but at different speeds.

3rd listening to recording. M goes into Q/A. As always this activity is kept lively. Pupils answer correctly on the whole. Some have clearly 'got it', others are less sure of it- one confuses the 'el/ella' form with the 'Ud' forms.

M gives out worksheet.

One student asks what the time is. M tells him to say it in Spanish. Students settle down to work with some talking in English. M gives out another sheet and

envelope. She's looking more relaxed and 'happier'. She gets their attention confidently (as always) if quite gently. It sounds quite interesting and pupils seem interested, but some clearly aren't fully concentrating on what she's saying. - She has to explain the activity to one or two of these students.

Some get up and carry out the activity as given. Others seem reluctant, and write down the answers that they have in their envelopes, but don't get up and go and ask other students questions, instead exchange answers among themselves. M moves around a lot but doesn't get these students working as soon as she might have done. She tells individuals what to do next as they finish- This part of the class is very individualized.

M explains the next activity and class start writing. A few start talking in English. The lesson has been going on for some time and as always a student wants to know the time. M gets them to speak in Spanish. In general the amount of Spanish she has used in the lesson has been fairly high, but the pupils ask questions in English and she doesn't make them say it in Spanish when it's e.g. a grammatical point. However her interjections are always in Spanish and many of her instructions.

M looking and sounding relaxed (now that the class is near the end and has gone smoothly) and confident, keeps the class working until the very end. When she let the class pack up they do so with relief as they have ben getting restless towards the very end (70 minutes is a long time for a language lesson) However she says 'adios' to students as the leave they answer and leave in a quiet, controlled manner. (*Qué cvilizado!*)

Throughout the lesson the activities have followed on smoothly from each other, with M giving out worksheets quickly, etc. G has been siting quietly and watching in a relaxed and encouraging manner. The class seem to have ben little disturbed by her presence but have been fairly subdued. This may have ben partially due to the presence of a Spanish person, partly to the fact that their Spanish teacher has also been at the back of the class (he, however, has spent the time marking and seemed to pay little attention to the lesson) M has been nervous but very much in control.

SR: Melani's interactive thinking. Transcript of the original written record.

(Nb: page numbers refer to the transcript of the lesson)

First of all, my thoughts during the lesson (i.e. what I was aware was going through my mind) were, I believe, only a small part of the total process involved in giving the lesson, which took place mainly on a subconscious level. This is true of all my teaching (as well as of any other activity in which I am confident). This process is one of decision-making.

It is rare in my teaching that I am aware of considering alternative courses of action in order to reach a decision. This has happened only when on a few occasions when a serious problem that I had never anticipated has arisen, and then I did ask myself consciously 'how could best do this?' or 'what should I do?' The answer, however, always came within seconds, and I do believe that the same process was at work, only with a slight delay.

Normally, the decisions I was constantly making in class are so heightening fast that they can not be the product of my thoughts as we are aware of it. They must be made in the subconscious by a similar reasoning process, but one which disposes of near complete data (all our knowledge or experience stored as memory).

The decision-making faculty that is beneath our conscious mind is far more intelligent than our conscious mind as it knows all that we have ever learned (and more- but that is outside the scope of this discussion!) and see, in the immediate situation, far more than we could ever 'take in: consciously.

Having internalized the college method and teaching, and then my plans for a particular lesson, I find that realizing them is an un-hesitating process. I simply feel impelled to do or say whatever is necessary to bring about the desired result.

I am constantly aware of the need for decision after decision, but do not have to make these decisions - the course of action to follow in order to achieve the results is usually clear. What I am constantly aware of are the results of the decisions. There is usually no time to formulate the words in my mind, but I am aware, after making each decision, of whether it was the right one or not, and also of how successful it was - was it the best possible decisions?

As I am just starting to teach, many of these decisions I 'make' are not the best possible ones, although I have been surprised at how few wrong decisions I have made.

This is what I was telling you about in our interview after the lesson, when I mentioned that I would not always plan the exact order or nature of the activities in advance, but looking back after the lesson, would often see that the order I had

given them in was the best possible order, in view of the aims of the lesson and the particular circumstances, - and that this order was always fully in line with [university] teaching! I think all the above will have explained this a little more to you.

What happens in class is that I make decisions which afterwards, when I consider them, seem to have been the results of rational thinking carried out in a heightening flash! That is, I can see the considerations and thought processes that would have led to the decisions had I had to make the decision by applying rational thought and logical analysis to the problem in hand, i.e. it's a decision based on reason. But I don't have to go through that process, I'm sometimes aware of a few considerations when making a decision - e.g. - 'No, you can't do that because...'. But in general the constant decision-making involved in teaching feels - to me - almost 'instinctive'. (I think this is similar to inspiration, although *this* can manifest itself more fully though an art-form than through an activity such as teaching, and it seems rather * to mention it in this context.)

All this will help to explain why I find it so difficult to write down 'what was going through my head' during the lesson. My (conscious) thoughts were mainly concerned with evaluation both of the students and of myself giving the lesson. The decision-making, as I have explained was so rapid that thought and words played little part in the process. I can remember the process, but it is difficult to put it into words! The greatest difficulty, though, is that so much went through my head during the lesson that it would be simply impossible to record it all. I'll try to give you the essential points.

The main difference between this lesson and the others, of course, was that you were there.

When I said in the interview that 'it didn't make the slightest difference' I meant that I didn't feel, after the first few moments, that I would have done anything better had you not been there- I didn't feel at all inhibited. But I was nervous and that underlying nervousness did, I'm sure, have an effect on the first part of the lesson at least. You noticed it in my voice, and listening to the recording I noticed it too. After the first listening to the recorded text (p. 5) I started to feel less nervous, looking back, I remember it was at about that point that this happened. You'll laugh when I tell you this- but it was partly due to listening to the recording! However laughable some of the texts in 'Antena' are, I feel as a piece of Spain' and hearing them always cheers me up! My feeling more relaxed, though, was perhaps more due to the fact that the initial stage of 'getting the class into the swing of the lesson' had been achieved. From then on, although there was still some underlying nervousness (I think I was inhibited to a certain extent by your presence even though I didn't feel it) I was aware only of a certain amount of joy, or pleasure in having you there.

During the lesson, I felt absolutely confident, and was surprised at how much less strong and decisive my voice sounded in the recording than I would have expected.

(All this is more true of the beginning than the latter part of the lesson, in which I did start to sound assertive at least in English. By the end I was sounding as I thought I had sounded) I also sounded cooler and more distant than I had expected, although perhaps the occasional flashes of friendliness with certain pupils just didn't come across in the recording. I wonder what the lesson looked like.

I'll write down my thoughts during the lesson- or the essence of what my thoughts were- in inverted commas. I'll also try to summarize in words the impulses, realizations what I was concentrating on or aiming for etc. which were really wordless.

P. 2 'Settle down now', let them know I'm waiting for them in order to start. Ensure I know exactly where on the desk all the different sheets, etc. are, as well as pens, register etc.

'This is the right moment, now I've got their attention' (buenos días) Hold their attention (taking the register at the start of a lesson is not recommended, but I do it with this class because it doesn't take long (it's a small class), they're not too restless and it gets them concentrating on the lesson as well as starting to speak Spanish).

Pleasure at P.'s spontaneously saying 'buenos días' to you. Glad of the chance to use Spanish to tell them something of interest to them (a little about you) as well as a real context (that of a Spanish visitor being in the class) Let you talk to them.

Concentrate now on getting the lesson going. Let them know I haven't forgotten I said I would take their homework. Tell them what the aims of the lesson are, as clearly as possible. Make sure no one stops listening. Make sure they're quite clear about what we're going to do with the first text. (circulating) Try to sort out as many individual problems as possible so that when we work on it it will go as smoothly as possible. Answer in Spanish as much as possible. If I hear something in English, give the Spanish as well, before and afterwards.

make sure they're all working, notice anyone who's become distracted and call him or her back to attention.

Give them enough time. But encourage them to read quickly, not be distracted. (Ya está? A leer!) Someone at the other end of the room is talking in English I can't leave the student I'm helping at once but must get there as soon as possible (Calling out to them from where I am won't be enough to get these particular students working)

Keep on circulating. I want to move quickly but must give them enough time to read and understand the text. It's not easy to judge how much time they need as I can't use my own experience.

Now I have to get everyone's attention, and yet the Q/A going briskly. Really emphasize 'si' or 'no' when explaining so they'll understand without my having to use English.

"Have they understood?' Yes'.

Keep the pace going, even more rapid if possible. Make my Spanish very clear. Say 'one at a time' in English to ensure the next set of Q/A starts smoothly.

Ask a 'good' student first, to start with a good, correct example. Then ask those who most need practice, or those who are starting to be distracted, to call them back to attention. Spread the questions well. Decide what questions to ask - compose them- (I haven't done this in advance as I can always count on being able to do it as I carry out the activity) If a student hesitates, repeat question. If still hesitates, put correct alternative second if not already done (this varies according to whether I want to make the question more or less difficult for individual students) if a student makes a mistake get him or her to repeat the correct version but immediately turn attention away from him and get whole class to repeat. Make it clear by intonation, rapidity of turning away from him that I'm making as little of his mistake as possible so that he doesn't feel bad about it.

Remember the students' names. Glance at the seating plan if necessary without interrupting the flow. But remember that they often vary their seats - the seating plan is a rough guide.

Repeat words if necessary so that students understand the question. Say 'bien' or 'muy bien' after a correct answer and look at the student - if only for a moment - with encouragement and approval. A nod of the head helps to make the point. (All this is entirely 'instinctive' *never* consciously thought out)

P.4. If a student hesitates over one of these questions, give an alternative question. Compose questions that require full answers. If a student hesitates over one of these, give an incorrect answer (e.g. *¿cuantos años vive? ¿vive pocos años? ¿cuantos años vive?*) (See my explanation of the 4 stages + target question).

Give explanation in English as it's imperative they understand and they would never understand e.g. grammatical explanations in Spanish.

Give out 2nd sheet as rapidly as possible.

Make sure everyone is quiet and ready to listen. Say "*vamos a escuchar!*" decisively as soon as they are - at exactly the right moment.

Stay to the side of the class while they're listening to the recording to let them work more independently. Ready to go over to them if anyone does become distracted. 'Are they understanding?' 'look at their expression'

Wind the tape back to 000 as quickly as possible so they have no chance to lose their concentration between the two listening. Let a little music play before and after the text to mark clearly the beginning and end and as a brief moment's relaxation.

2nd listening over. 'Now' I've got to get them all doing what I want them to -

this is where we really start working on the future tense. I have to really concentrate on getting them to understand.

When giving instructions only pass into English for the most essential words and those they are not likely to be able to understand or guess.

P. 5-6 Start writing up the 4 columns on the board. Quickly- while they're still occupies. 'How exactly did we set it out last time?' Look out for anyone who need help. Let them know I expect them to finish quickly - no time for distraction. (*Ya está?*)

Now I have to get everyone's attention and get everyone participating and understanding. Call by name those who aren't looking up. Once they start calling out verbs, write them up quickly and keep the pace going. tell them not to write these down yet. Do all this in Spanish as far as possible (e.g. *¿Qué más?*)

P. 7 make sure they get the pattern right. 'It's not quiet that' - 'how can I get them to see it?' 'That's it!' 'come on, find the right places in your books quickly!

quite

'Ah! - 'ir' is *not* irregular in the future' Explain this to the student who said that. Genuine interest on my part in the fact that 'ir' would be considered regular in any way- and indeed *is* in the future! I'd only discovered this recently.

If a student hesitates, show him or her what to look for. 'That's it! (*Esto es*) A very positive feeling which I hope to convey to the student by voice and gesture.

As always, establish the pattern and rhythm of the activity (ask students where a verb should go, repeat it, wrote it up, get another student to read it out, ask for '*la siguiente?*')

Really emphasize the stress on the end of the verbs (e.g. *ganará*, etc). Say it very emphatically, get them to repeat with the correct stress. As always, pleasure in the sound of Spanish! Constantly deciding which students to ask. Criteria as above (see Q/A) but more concerned that the student should get it right so that the ordering of the verbs is carried out as clearly as possible.

Quickly sort out individual problems while most are still writing. 'I think it's starting to become clear to them! Feeling still more relaxed and confident.

Don't start the tape yet- a few a still distracted. Now!

The 'main work' of the lesson has been done now, from now on it will be 'easier'.

P. 8. Now I have to be very decisive and carry out a full Q/A sequence as before but using the future tense. I have to make it as clear as possible so that students will be able to use the future tense and gain confidence (This is the activity that all the previous ones have been leading to - the one in which they start using and actively assimilating the new language, in this case the future tense) 'Will they be able to do it?' 'They should' Confident but aware of the need for the great concentration and energy in which I am interacting with the whole class) Aware that this is the activity which will prove whether or not my lesson thus far has been successful. 'This is it' The usual considerations while going through a Q/A sequence or when asking individual students 'give me things'

This student hasn't distinguished between '*tendrá*' and '*tendrá ud*'- he hasn't realized what '*ud*' is. Explain this clearly, in English (I had assumed they knew that *ud* forms were the 3rd person forms. Looking back now, I should have clarified this)

P. 10 'They're using the future accurately' They just need more practice.

Explain the worksheet clearly. Relieved that the Q/A has shown they have understood the pattern, or at least can use it. Glad that one student told another to ask the time in Spanish. It shows they've realized by now that I prefer communication in the class to be in Spanish ('¿*Qué hora es?*')

Give out the second worksheet while they're doing the first so that it will be ready when needed. Give it out quickly the wrong side up so they're not distracted by it.

I have to make sure they all work and sort out individual problems but do feel relieved as this requires less effort than teacher-led activities. Looking ahead to remind myself of how best to introduce the rest of the activity.

I'm even able to quickly check where everything is on the desk!

Give you [observer] copies of the materials that we're using- hope that I haven't already given yours. A warm glow at your being so encouraging!

They're working well, so this is the moment to stop - when they've been working well for a while but before they have a chance to become distracted and before the quicker ones have finished (in other lessons I have to give the quicker students other things to do (because the rest needed more time) but within the aims of the lesson- activities that would deepen their understanding of the point being taught rather than just give them further practice)

Stop them decisively so as to get their attention. Before they look at the other worksheets, get them to fold the first one and put it in their books so it's not lost. Tell them *now* that their homework will be to complete it so they know we're not just learning it.

Explain next activity and make it interesting (talk about ESP!) They laugh- so it's worked! This activity is complicated, so make sure the instructions are clear.

Even so, will be unclear about what to do (e.g. those who were away when we did a similar activity). So I must explain the activity to them straightaway.

May are asking each other the questions in Spanish, which is encouraging. Some are not confident enough to go and ask other students, so I encourage them to do so or get them to ask *me* some of the questions.

Realize there won't be time for the exercise in which they listen to the recording and fill in the future verbs. decide how to finish the lesson so we will have reached the end of a progression.

A few students have finished, tell them what to do next.

Listening to the recording, I realized that more English was spoken during this activity than I thought- I should perhaps have insisted on less English being used.

They all seem to have finished - now is the moment for telling the whole class what to do next.

Get them to work quietly for a few moment before the end of the lesson. Don't let them pack up when a few ask if they can as I want it to be *my* decision. However, time is running out, so in a moment or two I get them to listen, and give them their homework, so as to make sure there is time to give it. Realize I can't take their books as I had said, so explained why and make it clear I'll take them in the next time. Get them to carry on for another minute before the packing up so they see that the lesson-time is used profitably right up to the end. When the bell is about to go I let them pack up.

Say 'adios' to them as they leave so as to finish the lesson in Spanish - the very last words! - and to retain my control of what goes on in the classroom right until the moment they leave - as well, of course, as this being a pleasant courtesy.

To all the above must be added the constant decisions-although they're so rapid and intuitive a to hardly meant that name- as to how to say and do what I have decided to do - decisions about intonation, expression, gesture and movement. These will vary from one moment to the next, and - when I'm addressing individual students- from on student to the next.

Because I'm interacting with (young) people it's a living process, and I have to respond to what they contribute to the situations as well as to their individual personalities and varying moods.

To sum up the process at least partially - it's one of constant evaluation: judging the changing situations (this is done largely on a subconscious level) and evaluating my own decisions and actions. This self-evaluation influences my further and future decisions and action.

Melani's reflective thoughts on her lesson -Transcript of tape recording

June, 20th, 1991

(002) M: Now, this isn't actually planned, this is a bit at the beginning when I introduced you and said what you were doing and they were interested in asking questions and so on, and although it wasn't a planned activity it's ? I think, the most authentic piece of communication in the entire lesson, so it's quite important to think about, because really that kind of thing is what you're working towards when you are working towards, you're working towards a genuine communication, which means that one person gives something and one person receives something that they actually want to get to get from the communication. In this case they are actually interested in you and finding out who you were, and because you are Spanish they wanted to say some Spanish to you and one of them said *buenos días, cómo estas?* and you answered, and I that is when thought this is what we've been working towards, so I let it go on.

(010) This is the first activity which is a warm up for introducing the future tense where I give them a text in the present tense just to make sure they know all the other words in the text apart from the verbs, and they have to read it and simply understand and some of the words are given and some of the words I give them and I've just realized that I didn't give them enough time, I said " OK, you've finished" when I had just given it out, which there was no way they could have read it in that time, but the point is that it was meant to be done very quickly and in a sense that's also important, because it wasn't the main point of the lesson, I just wanted to get it over quickly, but it was a language activity and the fact that I

can expect to do something in Spanish just as a warm up it's a kind of a by product, means that they had a real need to use the language, I was just presuming that they were going to function in Spanish, I don't know if this is very clear, I'm just telling it as it comes into my head, but they had to use Spanish in order to do the next thing, at this point they were reading to find out what it was about, so they had two purposes, one was the inherent interest in the text which may not have been very great for them, the other was because they knew that they needed to understand the text in order to do the next thing, so there was quite a lot of motivation, basically it was a comprehension exercise but they weren't being tested, I was there to give them the words they did need [would you relate that activity to your ideas about language, about language learning...?] which ones? [your general ideas about language..., in terms of what kind of language was being used...] yes, well of course what I've always said in the interviews is that language ultimately is a means of expression, well before that it's a means of preserving and communicating experience, and then it's a means of expression, we haven't yet got to that stage in this lesson because there isn't yet anything that they want to find out about through the language or communicate to other people through the language, what all this is is a preparation for sometime in the future when they may well want to find out about something through the medium of Spanish and communicate it through Spanish, so it's like a role-play or rehearsal for the actual event, but just like in the theatre there has to be a certain suspension of disbelief, they have to image that this is something they actually want to find about, so that they'll be able to do when the time comes. Also, of course, what they may not have realized is that while they're doing this they're also finding out quite a lot about Spanish, they are getting the language into their heads and they're using it, reading it, understanding it, and they may not be aware of this and it's all going in and it will be to their good [and in terms of learning, do you want to say something of the way they are doing it and how that relates to the way you think people learn languages?] how they were doing this activity? it wasn't meant to be anything new to them linguistically, the meaning was new, it was presented to them as something they shouldn't have difficulties with, just, you know, read it, then lets get on, they probably weren't ware of learning any thing at this stage because it wasn't learning something new, it was reinforcing what they already knew and they would have been a few words in there which they didn't know and I gave them those words very quickly so they were learning that, but it wasn't really learning anything new, it was really just to get them going in Spanish, to get them thinking in Spanish, up to a certain way, of course they were not going to be thinking very much in Spanish. Really this whole activity was a warm up for the main activity and they knew it [and do you want to say something about the activity and relate it to the way you were learning?] to the way I was learning? [yes, learning to be a teacher, there] well

I did this before without the warm up activity, I've been told that they knew a certain amount of things and I gave them a text, and of course they didn't know a thing, so that has taught me before you work in text which is got something important in it, make sure, for goodness sake that they know all the other things, so I'd been preparing this lesson, preparing the text that had the verbs in the future in it, and I suddenly thought, I'd better make sure that they know every thing else, so I read all the text, putting all the verbs in the present, and really, it's just getting a lot out of the way, so that when I try to actually teach them something new we wouldn't be held up by them not knowing the words for *amor* or something like that that they should have known, so you could say this is something of my having learn something and putting it into practice, and it also worked, because I found as I went along there were quite a lot of things that I expected them to know, for example, the word *amor*, they didn't know that for some reason and it's just as well we got it sorted out before we worked on the main text, otherwise it would have been all kinds of interruptions. I think we couldn't have done the main text without having done this first. How I did it, I think I worked it out more or less myself because although the tutors had told us "prepare the text, before you work on it, give them the words", that's more or less what they said, but that's one aspect of the lesson that we've never really touched on in the course, so I thought: "how do I prepare them for this?". Ideally, of course, they should have been prepared for it already but when you take on a new class, who haven't been prepared, you have to do it, so this is my way of making sure they knew enough to deal with the main text, it may not have been the best way, but it was all I could think of in the time given, and looking back, it did work and I'd do it again. Listening to the way they were working in the text, I noticed that when I told them things I did it in Spanish, for example *las palabras que no conoceis están aquí*, so the whole thing was in Spanish and that also is valid, for it's communication in the foreign language, in fact there was very little English spoken in this part, so it's like a gentle warm up for them, and also a chance for me to use Spanish, and to reinforce the idea to them that they use Spanish with me because they do think of me of Spanish because of my surname and I've realized that I prefer to speak Spanish to them and again that's an opportunity for an authentic communication, if they think of me in Spanish they have a reason to speak Spanish to me, in fact you'll see later on, one of the boys says "what's the time" and another one says to him "you've got to ask her in Spanish" you notice that? So quite a lot was going on, there wasn't the main point of the lesson but it was valuable all the same. That throughout all this activity I think I spoke 100% in Spanish, they some times answered me in English but that doesn't matter, we're still communicating and it's more natural for them to use English and if they had had to use Spanish, they wouldn't have been able to communicate, but at least it showed that they understood what I was saying

(101) Well, the next activity is Q/A on this and I've just notice that as before I

told them everything in Spanish: *voy a haceros unas preguntas, vais a contestar si o no* and when I asked do you understand in Spanish, they actually answered in Spanish, *si, está claro*, so it's like before which means that the whole communication is in Spanish which is better. This next activity is simply, well it's still part of the preparation, but it's further work on the language in the text, we are still not using the verbs in the future but they are using the verbs and they are using all the other words in the text and in the Q/A sequence you're taking them step by step as if were, first of all they just recognize the language, then they start using it with less and less support, and finally you ask them a question and they answer using language from the text. All this I've described in the diary. But it really is the essence of the I. method, this Q/A sequence, because it's the activity that links the language to their thought processes, that's why it's the most important part of the lesson. I don't know how much I need to say about it, since I've written a lot in the diary [again, do you want to relate the activity to your own theory of language?] well, looking back at the way I learned languages it was by immersion of it and what this Q/A activity does is the same thing but because you haven't got a year or a long time it's doing it in a short length of time by selecting the language and so on, it's like a very intensive immersion session in the sense that the pupils that are doing what I did when I was learning, which is proceed by trial and error, but they haven't got the [time] that I had, so it doesn't take the same length of time, they are supported in the way that I wasn't and at the same time it's immersion in Spanish, the whole thing is in Spanish. I don't know what else to say [you were talking about communication, about language as communication?] yes, well this isn't an authentic communication in any sense of the word, it's the other aspect of language which is language for its own sake, which is necessary before you can communicate in a foreign language, you first have to know how the language works, and the way to do that is by selecting items of the language and introduce them gradually and so on, the question and answer sequence is always followed by a discussion of the pattern where you ask them whether they see how the pattern works, so take the whole thing as a whole, and there is no way that you can pretend that this is an act of communication, it's simply an exercise but it'll still be interesting and fun for them to do and although they aren't actually communicating in the language, they are speaking the language and pronouncing it correctly and getting the feel of speaking it which will be value to them when they communicate and also I think it can be an enjoyable way of using the language because they don't have to think about what meaning they want to communicate, that's all done for them, all they have to do is speak the language and understand it and it's much easier for them to do so, once they are freed of all concern about content, message, they seem to enjoy the Q/A, because I think, it gives them a sense of achievement, they are actually being given the chance to speak the language without having to think of

what to say in it. Of course it's on quite a basic level, so I don't really know how to link it with all my own ideas about language, because I just don't think they would be relevant to what students are doing with the language in this activity, I think this is just part of this rehearsal for the day when they actually want to use the language [and in terms of you leaning to be a teacher?] Well, for me it was yet another chance to practice Q/A, giving a Q/A sequence, which is as I said the essence of giving a good lesson, and it's something which when you think about it is a very difficult thing to do, it's a complex activity, it needs a lot of energy and you have to know exactly where you're going, what you're doing because you're interacting with the whole class, you have to be very sensitive to their side of the activity, you have to know exactly how to place the question, I've described all those on the book, and you have to sustain the whole activity, and when you think about it it could be quite frightening and you think :*"my God, it's so difficult, how has anybody ever managed to do it?"*, but, as a matter of fact, when you learn how to do it by doing it, by practicing it, it's not that difficult because you do it all according to instinct. I think a lot of teachers in training don't have this instinct and they have to learn how to do it, and then it would be difficult, I can imagine, it must be terrible because when you think what's involved in it it's a lot, but I learned it by doing it and after a while I even started to think: *"right, here I go again"* because I knew how to do it, it's like dancing a piece you're familiar with, you just feel confident with it, you know what comes next, you can anticipate the danger spot and you just feel comfortable with it, at the same time I was also very aware in an activity of this sort how important it was, because this is the activity in which you're actually teaching something, but I didn't find it difficult

(191) one exception to my rule about speaking Spanish is when I was explaining before this activity what exactly they are going to do before the first one and this one. First of all this is a text about a man who goes to a gipsy and the reason why I did it in English, as I've said in the diary, is that it is absolutely essential that they understand it without any doubt, and you can't pretend that if you do it in Spanish they're all going to understand. And even the ones who do work would be quite sure (198??) and to me that's an inappropriate use of Spanish, because you don't want any ambiguities at this point, it's simply proving the point that their Spanish is not up to their English, it seems obvious but a lot of ML teachers ignore it and that's something that just has to be done in English, don't even try to do it in Spanish because if the message and the medium are both important, use Spanish, but if the message is absolutely vital, then you just got to use the English. That doesn't devalue the Spanish because if you just keep the English for explanations, well if you said everything important in English, then they soon realize that anything important is said in English and Spanish doesn't matter, but if if you say a lot of things that do matter in Spanish, for example instructions

and then just a few things in English, then that doesn't devalue Spanish for them.

(212) Well, the next activity is listening to the recording in which all the verbs are in the future, and again I explained what they had to do in English, this again is an example of them having to understand the language, but not yet do any thing in it very actively, I think this is more interesting than the last activity because they've got a recording of genuine Spanish people speaking which would have more inherent interest in it, although they think of me as Spanish, they've now got something to listen to which comes from Spain, it's a piece of Spain and that's why I like using the recordings, because it does bring Spain to the classroom or take the classroom to Spain or whatever way you'll like to put it, and they get the feeling that they are doing something real with the language. All they are doing so far is understanding, and the point of playing the recording twice or even three times is to try in some way to compensate for what they are not getting, which is constant exposure, which they'd get if they went to the country, you can at least play it three times and that's already enough for them to start to feel easier with the text and more comfortable with it, and of course you've already selected the text, it's not just a random piece of language and you prepare them for it. All they have to do here is simply pay attention, they are reading the text at the same time, they've seen the text before, the only thing which is different is that each verb is in the future instead of in the present, all they have to do is be aware of the fact.. and it's meant to, well, it's the first exposure to the future, to the future tense and all they have to do is just be open to it [again the same questions, how do you relate that to your ideas of language?] to my idea of what language is? [yes] well, I really don't know because so far in this class there is no way that we've been using language just full potential or anything like it, it's really still at the rehearsal stage, and I think the only point in the class, in which we are actually using the language to explore meanings and so on is when we discussed the patterns in English, and although that's done in English because there is no way they can do it in Spanish as yet, until then it was preparatory work, we can't say that we were actually using Spanish in the way that you can use a language, because very few people would ever be able to do that in anything than their native language [but in a way this activity is a bit different in terms in terms of language that the Q/A, do you see it different?] yes, it's different in the sense that [in terms of language] they are not using the language themselves, well, it was easier for them in a sense because they knew they didn't have to do anything and at the same time the language is more complicated than any language they would be able to use, because it was a piece of quite authentic Spanish, whereas in the Q/A, the answers are very structured and they won't be using all the language in the text, so that will go in somewhere and will enable them to recognize that kind of language in the future, some of them can perhaps start using it after a long time

[in terms of the language learning process] theirs? [yes, how they are learning] passive exposure at this stage [and in terms of you learning the profession?... what did the activity mean in terms of your professional learning?] well, you have to learn how to chose the recordings, ideally make your own but the commercial ones are more attractive, more authentic, in this case I didn't even like the recording I was using, so I had just to compensate for its defects... at the same time it was easier for me not to have to write all the things myself..

(287) After we had the text just twice, that was the initial presentation rather than Q/A, then I asked them to put a circle around all the verbs and of course what happened was that some of them thought things like *suerte* were a verb, so I had to quickly deal with all those problems but most of them got it and this focusing attention on pattern and structure, nothing to do with communication now, just looking at the text as a piece of language for the inherent interest of how the language works, seeing patterns and making something coherent out of the text and after, well they're doing this on their own, they have to find, put a circle around all the verbs and they helped each other a little in pairs, but mainly is on their own, so they were faced with the text and they had to, guided by me, they had to do something it. It doesn't matter if they are thinking in English at this point, they are concentrating on the Spanish as a piece of language, then this is an activity where I thought, "right, this is it" we had this absolute marathon activity in which they got all the verbs and I got them to give me all the verbs, look them all up, then I put up three column headings and I got them again to tell me what went into, it was, I don't know how I actually manage to do it because that's really exhausting, not at the time but looking back on it now, but this was, I was going to say the most important part of the lesson, I think it's in a sense one of the most important parts because this is when they are looking at the language, at Spanish, and they're really going to master it because when you understand something you master it, you've got it, and this is what will enable them to use Spanish in the future. All of it is done in English, which is quite intentional and there is no other way that it could have been done and I think the English was the language that we were using to its full potential at this stage because there were some quite other points, for example, one boy said that *ir* is irregular, which is what it is and I think a lot of pupils counted it as an irregular verb in all the tenses, but in the future it actually regular, simply the stem + the endings, and in order to get them see that a verb could be irregular but regular in a particular tense followed the pattern as something you have to use your own language for and even then I think some of them wouldn't quite have got the point, but you need your own language to express this kind of meaning. This activity did all come from me, of course, they couldn't have done it on their own, but at the same time I had to to get it to come from them, so instead of just writing up the things on my own, they did it for me and because I scattered the

thing about the class, asking different people different things, it was a big collective effort in which I made everyone participate and there is a lot that can be said about it but I can't think at the moment, do you want to ask me any specific questions? [well, the same questions I would have asked you before, how do you relate it to what you think language is and to what you think learning a language is] Well, this is intended to give them some understanding of Spanish and also less explicitly to give them some understanding of how language works in general, I don't think I ever made this explicit to them but by talking in a language that they could use without lacking in confidence like English, about another language, they were in the whole are of language, this doesn't sound very coherent, and they they were shown how Spanish could be used to express meaning and at the same time using their own language to get those shades of meaning, and the Spanish language itself provided the interest of this activity, I mean, we weren't pretending any more that the point of learning Spanish is to get a job in the EC or anything, because that's not going to happen for any of them and all this about take Spanish like the video, I think this is simply the wrong reasons, one of the main reasons for English children is just the inherent interest in language itself, so there they were, looking at Spanish, seeing how it worked and that was the point, I think, for them to understand that different languages work in different ways and to see exactly how it worked was itself the point of the activity. Ok it was helping them with their Spanish and enable them to use it confidently in the future but it was also focusing in language and a system with rules and exceptions. To me of course that's something that it really is interesting, of course for them it's not going to have anything like the same interest it had for me, but I hope it had a little interest for them. When I was learning languages I remember I used to do all this on my own, look for patterns and look at grammar tables and things, because I wanted to find out, they would have never done that on their own, but I think that by doing it with them I was perhaps giving them a little bit of what it did for me, which is actually finding some interest in language itself, regardless of what the particular language may be [you were saying at the beginning of these comments that some how you were working with meaning as well] at this stage they may have lost track of meaning all together, they were saying things like *vivirá*, *ganará*, *superará*, and probably at that moment they didn't have in their heads what these words meant and that simply didn't matter, next time they see the words in context they'll know what the meaning is but you really don't need to know what these words mean in order to look at them as a language system [yes, you said something about meaning and I wasn't quite clear about what you meant] no, at this stage meaning goes completely out of the window, you don't need it [an do you want to relate the activity to the way people learn a language, according to you?] Yes, this is the conceptual part of learning a language, learning a FL in a foreign language

classroom can't be an acquisition of habits, you have to use all your conceptual parts, otherwise you'll never do it, you haven't the time and the exposure, so this is bring the conceptual intelligence to bear language, to assist the learning process. One could say that having said that meaning didn't matter, although they might have forgotten momentarily the meaning of individual verbs, I hope they are still aware that these were the future verbs, so they weren't just working with the sounds, but that they be aware that these were verbs in the future.

Side B

(002) myself in a way because we were told ask them about the pattern and very little more than that, the way I did this, no doubt is a way that any [university] tutor would approve of and be happy with but at no stage in the course were we told how to do this. What I was doing just then; taking the verbs and putting them into columns and so on was really my own activity, in fact I wasn't even sure whether the college would approve of: putting verbs up in columns and, you know, regular, irregular and so on, that was my decision to do it because I thought they would work and I still do, and it's very difficult (??) with my own exploration of language and knowledge of language, that was what enable me to do it and I was drawing on my own experience and knowledge rather than what I had learned from the [university] within the I. method but filling it out with my own activities which came from my own thoughts on how to do this

(015) Well, the next activity was graded Q/A sequence, but this time on the text that they had just heard recorded, the same thing but with all the verbs in the future and the preparation was intended to enable them to concentrate on the verbs without having to think about all the rest of the language because they had already assimilated it, I don't know what I can say that I haven't already said about the other, it was really the same activity,

(021) after that there was a reading and writing activity, in which they did the same thing but in writing, so exactly the same type of questions but reading them and answering them in writing, I don't know what to say about that, it was using different skills, because they had just done exactly the same thing in the same format they could do it very easily, and that continuity was important, I did plan it, it was very much consolidation, it was just what they had just done but doing it in writing means that you've got it done in front of you and it reinforces what you've just been doing, it was more independent in the sense that they are working on their own this time, instead of communicating with me they were communicating in writing to whoever, again it's still rehearsal, but one day they will be able to communicate in writing to someone. In terms if what language is, of course, often it's been a means of conceptualization, perhaps I can say, it's a

means of communication and this can be written just as well as spoken, so it is important that they become used to using writing to communicate, of course in this activity they are not actually communicating anything, in the sense that yes, they are communicating but it's not something of theirs that they want to take out and give to someone else, it's simply something's been given to them that they have to communicate and they do so, the next stage from that would be to ask them to do something more genuinely communicative using that language, using verbs in the future, but putting their own meaning into it, we didn't get onto that stage in this lesson, but if I had stayed with them I would have done that. Again there was a lot of passive exposure in the sense that as they were reading the questions that was again, getting the language into their heads, and again writing and reading their own answers it was more exposure to the language, what else can I say about it? [in terms of your learning?] Well, as before it was something I've been told how to do, how to make a worksheet based on a Q/A sequence, and it's just simply yet another worksheet I knew it would work because I had done it before and I knew how to do it, so there wasn't any doubt or any of this terrible anxiety, I just knew how to do and did it, it was very straightforward

(056) The next activity was my attempt to bring this lesson closer to a more communicative activity, it was one in which they had to think of someone who mattered to them, it mattered to them to find out about their future, instead of going to a real fortune teller though, the difference was that they were going to each other for the answers, but it was perhaps a little bit more effective and this is the one in which they all had one or two answers, so they had to ask everyone in order to get a complete picture. The reason why I think it didn't quite come off, although they may well have someone in mind whose future mattered to them, they knew very well that they weren't getting actual predictions about that person, they were just getting, well they were getting a round of answers, but they weren't fortune tellers and they were just giving the answers, they knew very well that they weren't getting actual communications from people. So it's the next stage on from the last activity, more inherent meaning and interest in it for them, but still not, they still had to have an element of suspension of disbelief, one or two of them couldn't do that, and so it's just another exercise. The point of this activity was mainly to get them up and moving and circulating asking each other questions. I did that to create a real life situation in which people are milling around and you go and you speak to different people and hopefully everyone's speaking in Spanish, you've got an atmosphere of Spanish being spoken all around the room. For them it was a chance to practice the language, but it wasn't the language used in the text, in the sense that the verbs were the same but the questions were different so that... well, there wasn't any monotony in it for them, instead of asking about Luis, they are asking more

appropriate questions about someone who they may be well know or may be interested in like, "would he go to university, would he be happy in his life" and so on. If they could suspend the disbelief and enter into the activity, then I think they would have seen some point in it and would have been quite interested in it, so that gave the element of motivation and of necessity, some of them, of course, didn't speak very much, they just showed each other the piece of paper and copy them down, but it doesn't matter, they were still using Spanish at the level that they were capable of, those of them who did carry out the activity, as it was intended that they should be able to carry it out, did, I think, get a lot out of it, because they found it enjoyable, they were relaxed and better able to assimilate the language, I think this is important in whatever field, it's something that I was talking about the other night on the phone to someone that when you are relaxed and your mind is above what you are doing you are much better able to assimilate it, if I can give an example from a different field, when you rehearse a dance you quite often get injured when you do various movements which are difficult whereas in performance your mind isn't on the movements, it's the meaning that you are trying to convey from the dance, so there is a certain relaxation and you can do this and not get injured because you are relaxed and your mind is off it, your body is able to relax itself and you find that you can do things that you might have injured yourself if you try and do a rehearsal and in the same way here their attention was off the language itself, it was more onto the meaning, the content of the language, ok, it wasn't a meaning which would come from them but it's still something that they are still quite interested to find out, so they weren't thinking about the language and worried about getting it wrong, they were trying to do something with the language and that meant that they were less likely to injure themselves by making mistakes. It's strange that it should have just come up after I had that conversation, but after having focused in the last part of the lesson on the pattern, now their attention is right off that and onto the meaning, the meaning, not the medium. Of course the difference is that in among a group of English, young English people if they had something that they wanted to express or find out, of course, they'd do it in English, if half of them had been Spanish, then it would have been a genuine communicative situation or if you had been doing it with them, for example, it doesn't matter, it's the best you can do under the circumstances and they simply have to be aware that one of these days they might well be in Spain or amongst Spanish people and want to use language and then they have to use Spanish. So it wasn't as yet a fully communicative activity but it was on the way, it was getting there, yes, it was to use language to find out meaning on a very basic level, in no way was it using language as it can be used, but it's like a simpler form of doing so, at the same time that they were using the language and perhaps for some of them there is a certain amount of pleasure at actually being able to use the language, I know that it would have been for me, and for some of them there was, for other yes, it was quite interesting and they were

happy to be able to do it, but it wasn't something they particularly passionately wanted, all the same I do think that they would have felt good about being able to communicate in another language and that was what I wanted, it didn't really matter so much what the language was, except that I happen to like Spanish and then I was glad that was that, but now they could feel good about a language and want to use it and that was all I wanted, really. From the point of view of my learning to be a teacher this is such a risk (133??) letting them all get up and circle around like that, I mean it was chaos, you heard how noisy it was, but it was Spanish noise and it gave you a lot of confidence because it wasn't the first time I'd done it, I'd never done that the first time when you came in, but I knew it'd work and it let me just let go and leave them to work on their own and the being able to get back afterwards. I think a lot of teachers do take too much from themselves, you also have to know how to let people go and do things on their own, because they are not always going to have you or even have any one, and it does take the strain off you as well and also I think they enjoy it, actually doing something independently with the language .. at the same time, it does, of course, take careful thought and preparation; if you are going to do something like this you must make sure that it'll work by making sure they can do it, the materials are appropriate and clear, that would prepare them thoroughly, that your discipline is good, it's not something that you can embark on, you have to make absolutely sure beforehand that it's going to work, so that was valuable to do and when you actually do it and it works that validates your concept of what it should have been, and I've done that three times, I think, with the same class and it always has worked so I know that the processes I went through in devising the activity were correct, I mean my assumptions about what would work and about what wouldn't were correct and also my visualization of the scene, I visualized how it might turn out and how would turn out if I did this and the other, and that turn out to be accurate, it turned out as I'd visualized it, so again it was experimentation but not purely empirical in the sense that you do something and then you find out the results, you plan it very carefully in advance, then, Ok, the unexpected will arise but only within very clearly defined limits, so it's not too much of a risk

(167) (me reminding her of the three last different research activities) how did the three activities feel, did you find that some were more difficult than others, how do you feel about the three of them, were they different?

(175) Of course you gave them to us in a sequence so we didn't know beforehand other wise we might have been able to plan what to say under each activity, as it was each time I was afraid of repeating things that I had said before hand, now I can see that they are different, completely different. The first one I think I tried to put everything into, remembering my thought processes, the second one, the description, the first one was easy to do, the second one of the description I

thought well I could describe it as I think it would have looked liked to an outsider, but I wonder? did you actually compare that with what it did actually looked to you? [I haven't read it yet] but when you do, will you be doing that? [yes, yes] that would be interesting to see because when I was doing that I was very much aware that you would be doing that with it, so that was difficult to do because it is hard to see yourself from the outside. This one I found very difficult because I thought that the material, the recording just didn't give me a chance to link it with my thoughts on language, because what I told you didn't, it wasn't that it didn't relate to this, but that the language wasn't of the level that would permit it to be related to all this, so I had to bring it all down to a very basic level, I could relate it better to my thoughts about their learning processes, but all my thoughts that I told you at the beginning about language and literature and images and poetry and all that really I couldn't relate very much to this, I think I should have been able to but all I could really say was "oh! this was a preparation for that" in a sense that one day may be not a very high percentage of children are going (???202) to do a fraction of that with this language, it seems hopeless in a sense, I think I could take all those thoughts and ideas about language and communicate it the pupils, much better if I actually teach in English, rather than a FL, because there is such a tiny fraction of even university students will ever have the mastery language to be able to do that in a FL, and then you start reading literature at A level, but how may pupils understand anything at all, let alone the subtleties of language. That is one of my reasons for now deciding that I'm in the wrong field in secondary school teaching, because I just can't give that to secondary school pupils, it's not appropriate they won't be able to accept it, and although it's interesting to have let them how the two are linked they are so distanced from each other, what I'm doing in secondary school and my thought about language in general that it's like having an ocean to give and someone holds out a thimble and you just can't really give them very much. The links could be made but I wonder whether I can say that I'm not really interested in making them at this level, in the sense that my own interest in language is very much in the kind of language that you find in literature or in poetry, or in native speakers, or people who are more or less fluent in a foreign language. And although I'm interested in language at this basic level at which secondary school learners use it it's very limiting and it would be interesting to explore that language, but it's just a tiny fraction of what I can do with language, so I really thought, with the third activity that I didn't have anything to say about it, that I should have been able to but in order to talk in detail about that kind of language and material I wasn't really equipped for it, you need to make a study of that specifically and that's not where my interest or my abilities lie, they are not where my interests lie... and again when talking about how I learned to be a teacher it didn't really take very much in the sense that all my ideas about language and so on, they just didn't come up. I mean, in learning how to teach a

language, I didn't need all that at all, it helped, it went in there somewhere, but it was by no means necessary, I mean, really throughout this whole year I feel as if I've been using a tiny fraction of my potential and the knowledge that I've been able to gain from reading, and from having been through Oxford and so on... and it just seems the wrong field, I feel that I can do a lot more with all that knowledge, rather than just keep it for myself, for my own leisure interest, but it seems a pity not to actually do something with it, to do something that I can use a little bit more of my potential (laughter) from what I'm using in secondary school teaching.

(256) G: Right, something that you wrote about your process of you becoming a teacher, when I was trying to write up the case study, there was a point when I thought I was understanding something and I just want to check it with you, to know whether you would understand the same thing in the same way I was understanding it, and at some point you said, in the initial interview, you said you wanted to explore your own potential and to explore new things and to stretch yourself, probably they are not the exact words, but that's the idea, and later on in the middle of the year you said something like in your process of becoming a teacher you were memorizing knowledge, do you say those two things different? [when did I say I was memorizing knowledge?] when you were attending seminars at the [university] [did I say memorizing?] yes, because that's the word that really stuck in my mind [so you are asking how I reconcile the two?] Yes, I mean , do you see them as different?

(274) M: No, I think that memorization can be part of the learning process, I wouldn't recommend it but in my case it always has been, because I've got a memory that I can count on, like a photograph, I think what I meant was that I've memorized things that we've learned through the course, but not just memorize them but they become part of the internalization process, instead of internalizing it in other way, I've done it partly simply by memorizing it because my memory is like that, I can rely on it. What I say about wanting to stretch myself and so on I don't see it as incompatible because, when you stretch yourself in a new field, that's what occurs to me, there has to be a certain amount of memorization of the basic nature of the field of study, then once you're in the field, then you can begin to stretch yourself. I haven't been able to stretch myself this year, I mean quite the opposite, I had to contract quite a bit, but ideally if it had been something which it has been a real challenge that I had to learn, memorization is just been part of that process. Yes, you take in something and then you use it, not just bring it out again, repeat it but, for me memorization has always been for me a part of learning. But all that about realizing full potential and so on you just don't get it in a PGCE course, I'm afraid.

Melani's final interview, June, 22nd, 1991

(002) M: So what are my ideas at this point in time? [yes] about language. Well I'm not even going to try and think of what I said before, but it's difficult to say, really because for the last few terms, for the length of this course I felt so cut off from language because with all the coursework to do and TP and lesson plans, there is very little time to read, even to talk or sit and think, or do anything other than the course because just there hasn't been time, so and I suddenly realized over these last few days suddenly I'm free to read literature again, or pick up a book of poems or something and I know that language is much more than just that, that's one aspect so important to me and I always feel I've come backwards during this year because I had all that knowledge of language and experience of different registers and different languages and so on, and I had to just set it all aside for the course of the year and enter a different field, well the field of education which is entirely different from the field of literature, which is really mine and of course it's still concerned with language, but it's concerned with teaching language and the kind of language you can teach in a secondary school is frankly very limited, even in the 6th form or further education, so so much of how I felt and thought about language simply wasn't relevant and didn't have time to think about it any more. I suppose trying to gather my thoughts together about it now, I still think of language as a conceptual tool, as a means of, as I think I said before, clarifying experience in order to preserve it and show it whether it's through writing or in speech. This course hasn't done anything to increase my awareness of language as that, but simply using language has done so because I have after all carried on conversations with people on different subjects and I think if anything I think of language now as something still more precious than I did then because I see how little of it the majority of people are ever going to use it or appreciate, I just realized that, well, it's something that is very rare, the kind of language that I'm used to and also because I've felt cut off from it for so long I rediscovered a certain amount of joy and and pleasure in language, just in the way things can be expressed in language, I mean things can be beautiful expressed in dance or in any medium but language is so special and I haven't lost any of my love for it, of course I've despaired of ever being able to communicate that love for it in secondary school, except perhaps indirectly through indirect means, it's something that shouldn't be degraded in the sense that so few people are going to be able to appreciate it, I think I've come to feel it more now as an art form than as a means of communication, it all depends what you are communicating, of course, during the course of this year we've been communicating mainly information rather than the kind of things you could communicate through poetry, for example, so yes, I've been very aware of the difference between communicating information and communicating more subtle

things and because I've so much missed language as an art, I now want to go back to it and I've started writing again and reading a lot, I think as I just said before we went out that that is one of the reasons for not going into teaching because really teaching language in secondary school it's hardly concerned with language at all, in the sense that I've known, loved language. I think to do anything at all with language at that level, you have to have at least university students and very few of them, and if that sounds arrogant, I mean, that's just the way I feel about it. Of course you can communicate some appreciation of language to anyone but because in secondary school most pupils don't even want to know you can only give a very small amount, so I think I've wondered quite a way from the point, which is that to me language is more than anything else something incredibly beautiful and precious not to be used where it's not appropriate. I remember what I used to say about language being a means of clarifying experience, but at the same time you have to be careful not to lose the experience by putting it into it very quickly and that's something else that's changed this year, perhaps because my dance's progressed a lot as well, now I tend not to put experience into words but put it right into movements and the words don't interfere at all, so I think it's a reaction against being in the academic world however much an academic word you can call the university, I think I've reacted against that and I've become much more the artist, the dancer, rather than the academic person which has meant moving away from language, except language as literature, so two things: language as an art form and then getting away from language altogether into the world of dance or movement or whatever which is after all what my field is going to be from the end of this month on. So language coming in and interfering with experience just isn't a problem any more because it doesn't happen and now when I try to find words to name my experience, I know what I'm doing very clearly. Again that's something that has developed thought this year, but I don't think it's thanks to having done this course, just the ability to catch the experience in words. The reason why I find so hard to talk about all this is that I've felt so cut off from myself as if it were, it's as if everything there was I wanted to do it just stopped, and I tried to keep it going a little bit, but with the demands of the course and TP, and assignments, eventually I just had to let go of everything that was most precious to me, and just concentrate on doing something else and it's just been like a break and I'm trying now to pick up the pieces and start going back to it all again. I have this terrible sense of a wasted year because I feel that everything I got out of the [university] could have just been condensed in three weeks and the rest of the time's just been stopping me really from, it's not stopping me from developing my dance career so much as, it has actually cut me off from language because it's stopped that development because when I left university I was, well I did want so much to carry on exploring language, reading more because really I read just a fraction of the things I wanted to and the poetry we had all these plans for writing together and none are done(?), and

translating and things, all that had to come to a stop, and I feel as if somehow I've slipped back and I have not lost my grasp for language, but after language and literature were so much my field and I feel I've almost gone backwards in that field and have to get back into it again. At the same time I know that I've got more mature over the year of course because it's been a very long year after all, so that's going to help when I go back into my own field, but it hasn't been directly related to language, it's just been a general growing up, so I'm looking forward to starting again and although this is all very vague but it just does feel as if I'm getting back into something that I've lost

(102) G Now in terms of language learning: what is your idea of the way people learn languages, a FL?

(105) M: Well I have become clear on the separation of different ways of learning and that FL learning is completely different from L2 or mother tongue acquisition, and I have become convinced that the only way to learn a FL is by this method, based on selecting, sequencing and grading and that you can't pretend that is going to be an immersion in the language because of the limited time and everything I've explained elsewhere, it's really a question of doing the best you can substituting a different experience for the immersion experience that you would have in another country, it's not ideal by any means, you can do a lot, it's as if you had to take the essence of the language you want them to learn and give it to them so they just have the essential, nothing else, because there is no time for anything else and all of that is what we've learned to do during the course of this year. The main problem of learning a foreign language learning in this country is motivation, again I think I've explained this, and it's so difficult to tell your students your reasons for learning a language because it's so new, (??) they've heard so many times that it's not to get a job and so on which is really just not valid as a reason, so you have to tell them all the other reasons, so let them to tell you. Really FL learning in this country is a desperate battle for the impossible. First of all, especially in the state schools that everything, literally everything is against you, including the National Curriculum, and if you manage to communicate the children one essential point in the whole of the year, then you've done well. I can't speak about the situation outside the maintained sector but certainly. Yes FL learning in this country is a hopeless task, well, it's a hopeless task to teach it, if the child is motivated they may be able to learn something they may be able to learn something with this method if the rest of the class don't prevent them from doing it, if they've got the right teachers, which small fraction of children is going to ever have. FL learning for most children in this country is an impossible dream, in fact it isn't even a dream, they don't want to know, it's an impossible concept... that's something which is not inherent in the children, the youngest ones do have this fascination for language which is simple crushed out of them within the first few months of them learning foreign

language by bad teaching, which I've described in my diaries. So the FL teacher really has to repair all the damage that's been done ever since the childhood by xenophobic attitudes and wrong teaching, and when you've just about begun to repair that damage so have to somehow give them some positive input and again I think you've done well if you can just convey a fraction of your sense of what language is and what it can be. I think you might as well forget trying to make children fluent in another language, not that the aim is to make them completely fluent, but you might as well forget that they will ever be fluent in more than one or two sentences, it just can't be done all the conditions are against you, what you can do is try to communicate to them some sense of what a language is, some sense of the possibility of there being pleasure in this FL for its own sake, there'll be some value in it, some sense that the fact that literature may be interesting for them, that is possible to use language in a variety of registers: poetic, day-to-day, and all the variations of each of those and most children, of course, won't consciously remember that and won't ever use it in their lives, but if you got them to see that even just for a moment in one of your lessons, I can't help thinking that it's gone in and it'll do some good, any way. I think really you can't aim to teach a FL in this country the most you can aim for is to give your students a little bit of language awareness, even if you are not in a position of actually being able to teach a language awareness course, you can do that in your FL teaching. Something else you can do is perhaps give them a little sense of what the country this language comes from is like, just give them some sense of what Spain is like and what Spanish way of life is like, for example. What you are hoping for all the time is, of course, is that one of these days some of these children will go to Spain or Germany or wherever and then it will perhaps start to come alive for just a few of them, but you can't teach that to all of them because it's an impossible dream for the vast majority. You can perhaps prepare them for the possibility of visiting one of these countries and may be inspire them to want to go to one of these countries. That's really the most you can hope for. You have to be realistic and not expect to teach children a fraction of your potential because if you do you'll be disappointed, it's not just a realistic expectation, you have to do what you can, and unfortunately that was suggested that it is not a profession for anyone who's gone a long way in languages, because they'll be so constantly frustrated, they won't be able to use their knowledge, their experience, their understanding of language and it's simply too wasteful, they are forced, I'm afraid to turn to other fields, other occupations in order to be able to give something of value, well to give something of value that represents what they've actually got to give rather than just a tiny fraction of it ... this is all sounding very pessimistic, but I think it's really realistic... I remember saying at the beginning that the kind of understanding I had of language would be best communicated on a one-to-one basis, it even wasn't suitable for classroom teaching, and of course I found out that was quite true, even on a one-to-one

basis I imagine there would be very few people that I could communicate that sort of thing to. Just looking back on my fellow students at Oxford and even my professors at Oxford, there are not many people that you can actually talk to about these things, certainly not in the teacher-student capacity, the people that I have found who I've been able to give something in this sense have simply been friends or people I've spoken to outside the learning context and they also taught me a lot, but actually as a teacher I don't think I will be able to communicate any of that to any one because I'm unlikely ever to get anyone coming to me who's able to receive it, it doesn't mean to say that it's wasted, just that it is unrealistic to expect to do something with that understanding in teaching

(217) G: If you want then to be more specific about the teaching of the language, the FL, how do you understand it, you've said a few things but if you want to say something more specific, what is it about, what is FL teaching about?

(222) M : You mean when you get to actually teaching the language as opposed to language awareness? Well it's trying to do in a short space of time what they've done over the years in their mother tongue, which is link the words to the concepts, they've already conceptualized the world in their own language and now they've got to break those direct links and re form links between the foreign words and the objects, so yes, it's a question of recategorizing the world and to do that you have to cut out their native language as much as possible and simply link the concepts or the objects or whatever to the FL and you do that through your presentation whether it's by video, tape or visual images or whatever and having made the connection between the concept or object and the language you then have to get them to assimilate that concept, so they can then take it out and use it and that's when the Q/A comes in which gradually leads them towards being able to use the language independently so that when that concept comes up instead of the language that comes into name it being English it would be the other language ideally, if they are in that situation, so when they see a picture of a street, *la calle* might come into their minds just as naturally as street would. If they are in England of course the two would probably come to mind, if they were in Spain, you'd hope that after a while *calle* would come in naturally. To get that to happen it's quite a complex process, it's..., I think, the essence of it is assimilation through actually been making the connection but it has to be graded so that they can do it, so that they don't write (??255) but they are actually taken through all the stages... So really the essence of this that reconceptualizing the world and, of course the one advantage that they have that they didn't have when they were learning their mother tongue is the enhanced conceptual ability, so you can use that because if they actually understand what they are doing, they can learn much more quickly, so I said there were two parts, well it's not just me saying it but I can see that there are two parts to learning a FL: assimilation, both passive and active, and conceptualizing it, understanding what you are doing, so as to be able

to expand the patterns and apply them to other situations and both those things have spin-offs, for instance the assimilation stage they will also be assimilating, given the right materials, something about the life of the country; and the conceptual stage, well they're also training mental strategies, for example the ability to perceive pattern, to formulate and test hypotheses, all of which are necessary for a scientist, an engineer or whoever. So it's developing a mental flexibility and agility. Those are the two aspects of language learning, what else? (282) G: Any other thing you want to say in terms of language learning?

M: Language learning! FL learning? [you've just mentioned two processes, assimilation and conceptualization, can you think of any other things can happen when you are actually learning a FL?

M: Of course it is all more complex than just putting two words like that ... where to start? I think that all the aspects of learning a language in a FL classroom are the same or similar to what would happen if you were to the country and learned by immersion, except that you haven't got those conditions. There'll be a certain amount of memorization by those students who are capable of it which will be part of the internalization process ... I just find it very hard to think, perhaps because I so much switched off the whole idea now that it's hard to go back to be thinking about it [well, you've said a few thing already about it' but I was wondering of you..] there are a lot of things I know, but I just can't think of them at the moment

(307) G: Ok, Now you can perhaps tell me something about your own process of learning this year, your professional learning of becoming a teacher

M: Learning how to be a teacher? [yes] Well, of course I couldn't have done it without the [university], in a sense the ML part of the course has been absolutely valuable and I couldn't imagine teaching without it... I think in the beginning, I didn't realize that I needed it because I think in common with most people I didn't know that a methodology of language teaching existed and I think the main characteristic of my learning process this year has been that it has been such a constant battle and struggle, because actually it has been a year spent actually doing something I didn't want to do because I had no choice, so I went into it wanting to give it the minimum time and effort and just realized that I was learning a lot from the curriculum part of the course, so once I realized that I had a lot to learn from that part of the course I felt better about it, but I learned it very quickly, it seemed so simple that I once said to [tutor] how simple it seemed and he said, no it isn't I'm still trying to convince people that the method is even valid, let alone get them to learn it. To me it was completely straightforward, I just saw that it was the only method that worked, that could possibly work and I learned it and that was it really, and (???347) a lot of people did have a lot of trouble understanding the different means of teaching a language and putting it into practice, and I found that hard to understand because I hadn't. It's just a question of them telling me what it was, me saying that's it and

then go out and doing it, there wasn't any process of learning so much it's such a question of hearing them saying it and remember it, not even conscious memorization, I mean I never took notes in any of the lectures, they simply outlined the method and I listened to them and I said, "yes that's it". Then when I started actually putting the method into practice in TP, of course I made mistakes, but there weren't mistakes of method, there were mistakes of misjudging through lack of practice, for example not knowing exactly what level the class would have reached at any given year and the method didn't let me down, it simply worked, every time, and there isn't really any difficulty. In fact I find it difficult to think of this year as a learning experience because I have acquired a method but I suppose to me learning is associated with a certain amount of having to attain something, for example my last years at Oxford were fairly demanding in the sense that I had to learn how to write literature essays, again I was never taught, I had to just learn by reading and really by trial and error and by being corrected, and reading criticism of different works can be quite demanding and the research we had to do was also demanding. Then I thought I was really learning something about these works. When I came here I didn't recognize that process at all, because there is nothing demanding at all, all I had to do was listen, and then put into practice what I'd been told, in fact I don't call it a learning process, I call it (laughter) simply taking something, like picking an apple off a tree, a primary skill, it's not even something that had to be wrought up very much, it's like needing something and taking it and now you've got it, there wasn't any effort to attain it at all, not that literature is an effort but it still needs a certain amount of thought and inspiration and so, whereas acquiring a methodology of FL teaching was, it was just like laughing, it was so easy.... what you are concerned about is really learning how to teach a FL, well that was it, it was certainly there and I didn't know it and then I knew it, and there wasn't any effort involved

(413) G: What was the most important moment in the course, in terms of learning?

M: The moment when tutor came to one of my lessons and I made a mistake and he told me what I had done wrong, I think I described this instance for you in the diary, and when I learned how to take criticism, because I realized there is nothing to be afraid of and that his criticism was intended to help, it was positive, and suddenly I realized that here I was accepting criticism and not feeling bad about it and that was an overwhelming experience for me. However easy has been, there has still been times when I could have done thing better and [university tutor] has always corrected me and each time I've seen how right he is and I have needed that correction

Side B

(001) M: Apart from that there has been a lot of evaluation and self correcting and the difference between that and what I was doing before was that it to be done on the job, and quickly, because is something goes on in the class you have to correct it, I mean the motivation is there and I suppose that is a different kind of learning for me because at university of you didn't do something nothing really disastrous happened, whereas everything you do will have consequences in class the next day, then you made sure you got it right, and that was else a good, strong motivation... I suppose that's the difference, that the results of what you were doing weren't merely academic, they actually had an effect on living human being on that day in the classroom

(013) G: And what was the most worrying moment?

M: I think you know because you were there... it's been a constant worry because well, not because I ever thought I couldn't do it but because I really didn't want to do it and I kept thinking that my, I don't know, my revolt against the whole idea of the course and sheer despair watching all my other things going was going to stop me doing it, I think I was just desperately afraid that I'd loose too much, I mean that the price to pay for doing this course would be too high and I really payed a high price in injuries through not being able to train, which means that every time I dance I get injured. It hasn't really been worrying this course so much because it hasn't mattered to me, if it had ben really something that I wanted to do, or if there had been any doubt that I could do it then there would have bee, no I think worry is the wrong word, I think that the whole of this year I've ben deceiving myself in the sense that I knew before I started why I was doing it, which is the only course of training for which I could get a grant and there isn't anything else I could do and at the same time it was something that I did enjoy doing, but the reason I did enjoy doing it in France was that again I had no choice, I had to do it, so I made the best for I was cut off from what I wanted to do and throughout the year I think I allowed [tutor] and other people to sway me in a sense, I can actually imagine myself teaching in a classroom, and I actually thought, well perhaps I could it after all and because I was so cut off from everything else when I was in the [university] in the world of education, it didn't seem so inconceivable any more, so suddenly I've come back to the realization that there is no way I can do it, I don't even want to do it, but I did it because I had to, and it's frightening to think that I could have, well I don't think I could have actually, taken that wrong turning because in a few weeks I'd have realized that it wasn't what I wanted to do, but the fact is that there were moments when I actually enjoyed it when I was teaching and I had you there and so on, I think again was that I had to do it and I was making the best of it but I did enjoy it and that was what was dangerous because if I hadn't had all these other things so powerfully pulling me away from it I could have even gone into it but I... which it

would have been such a wrong road for me to take... so I've never been worried about this course, what I have been not worried, but in sheer despair about all my other things which, which I thought they would have had to go

(047) G: The other thing I wanted to ask you about was about the research process and how that has felt and affected the whole, the other things? [all this?]

M: Well quite frankly it's been one of the two things that has kept me throughout the year, because it was something I was interested in, really interested in. If I hadn't had that then, I'd have probably given up, but the most interesting thing I've done during this year was writing the diaries for you however badly written they were, at least it was me writing something and the thought that what I was doing could be of interest to another person meant that I had a reason for doing it, because it did interest me very much, well I know it interested you for the purposes of your project, so I thought what I'm doing has some value, I know it had value for the children I was teaching, but the whole process of learning it had some value, and you showed some interest in it and that enabled me to put some interest in it too. First of all it made me reflect on it, if I hadn't had that I'm sure I wouldn't have bothered to reflect on this course because it interested me so little, whereas having to think about it for you and talk to you about it as well, did probably make me appreciate it more, rather than just doing it to get it out of the way, I had to think about it a little bit, which I'm glad of. Then, of course, I'm enjoying doing this project so much that its' one good thing spread out over the year, something I can look back on and feel happy about having done, and I think I said something in my diary, that having you and [tutor] there watching critically meant that I actually did want to make well, without having had that I don't think I even had cared enough to do it, I mean professionalism isn't sufficient to keep you going when you don't see any results for getting a feedback, so but I had you and [university tutor] to do it for in a sense and because I knew that you'd appreciate what I was doing and you would know if I was getting it wrong, it was a motivation to do it... and the last thing I think is the way you've written about these interviews and about the data has I think showed me that there is something of value as a project for research and that has meant that I didn't just dismiss the whole thing out of hand, which I could well have done, unreasonably, but that's the way I felt... but the way you wrote about it and took it seriously and so on showed me that it is a worthy field, you can say, for academic research, and that if you were interested in it you could find a lot in it to explore and even if that wasn't my field it kind of raised the status of the whole for me because someone like you was taking such an interest in it, so for all these reasons I think, you being there enabled me to do this course and not feel too much, too many negative feelings against it, and not to feel it as something, you know, how to say this?, I felt it was worthy, it was a field that had value in it, even if not for me.

(095) G: DO you want to say any final remarks?

M : Well, what can I say in a moment like this (laughter)... It has taught me a lot in the sense that having been in the academic, well in the educational world for one year, and having had to do a bit of research to write my essays and so on it's meant that this whole area is now something that I feel I know about even if not all the details at least I have read all the DES circulars and everything, it means that Ok I'm a citizen of this country and I might as well know what the educational system is and how it works and I'm glad, Ok I wished I could have done it in six weeks, instead of in 9 months, but it has given me another field of knowledge, it's also shown me directly what secondary school teaching in the state sector is actually like, which is not a picture that inspires much optimism or satisfaction, it's also shown me that really I don't want to do it and that there is no way I can do it, or should be doing it, which is also, I think, good. And I think that, I haven't told you really very much about my thoughts about education in this country and about the educational system now being changed and developed, but they sound very pessimistic and I think that a lot of this sense of hopelessness and not anger so much as, I think you have to call it realism, but my sense of what education in this country is and where it is going will come out in other ways, in whatever else I do, it's another area of life that I now know very well and feel quite depressed about at times and well I'm glad of having had that, and it's quite possible that my knowledge of, that came through, will come out one day in the form of some essay or writing or something but it won't be published in the educational field, but it would go towards my writing for other things, so I have got quite a lot out of this year, quite apart from having learned how to teach MLs which is something that I can always use, but I've gained some things to use in my own career in the writing and the poetry and so on... all in all I think if I had to do it well, it couldn't have been better really, so thank you.

Appendix Three. Beth.

First Interview

10/10/90

4pm

710A

G: Do you want to ask me any questions?

B: Is it a PhD you are doing [yes] so how long are you here for?

G: This year, as this is the period of time that the grant covers my expenses for, if I get an extension of the grant I will have another year to write up, otherwise I will have to go back to Spain, to my job, and I'll have to do it part-time, I suppose.

B: What do you do then?

G: I am a TT [for people who do English?] yes, they will be 11-14 year old teachers of EFL. That is the reason why I decided to work with you, although the situation is not exactly the same.

B: I think that is all, if I think of anything else I'll ask you [yes, do]

G: One of the things that I would like to ask you, a question that I haven't ask everybody, but that has came up after speaking with the first two people is what was your reaction when you got the letter from me?

B: Mm, the first reaction was that you don't know whether it is a serious letter or not. That is the only thing I might say to people who may be doing this sort of thing again: That it would be probably better to go through tutors, or something else, once you've actually started the course. It was basically that I didn't know, firstly, presumably you got my address from the records here [eventually I didn't, as the wouldn't give students addresses, so what they did at the Registry was to address the letters to you] all right [I had your names from your tutors, but that was the only thing I had]. All right, that was the only I was not sure about. Because I thought may be they should have contacted us first of all. I suppose the main thing was that I didn't know if it was serious or if it was, I didn't know, I mean not that I thought it was a joke but , but I didn't know...

G: ...and do you have any extra questions about the research, about the kind of research it would be, the things that it might involve?

B: Not really, the only thing I needed to find out, that has been answered after

having spoken to you is that you seem to have chosen students who have some knowledge of Spanish, is that right? And that was the only thing I was concerned about, that my fairly paltry knowledge of Spanish would be a hindrance now I can see that (fire brigade) it doesn't.

G: Yes, I probably need to explain a bit more about the methodology of the research: it is qualitative research, which is very different from traditional research where you give questionnaires to people [yah]. It involves creating a good rapport with the people you are working with, as the people you are working with are very important in the research, they are not the *objects* of the research, you are collaborating with your ideas, and experiences. So, apart from the more formal interviews I will have with you, I would also like to meet you all informally at lunch times, so that you can know more about me and I can know more about you. And that is very important in this kind of research. [Fine, I don't have any objections yet] If you have any questions, at any time, please, do ask [yes] .

G: Ok, so basically in this initial interview I would like to explore the kinds of ideas you have about teaching and learning a FL and about language itself. I thought it would be easier for you to start talking about your experiences about a language learner and then, try to remember things about your teachers..

B: Yes, well in most of my experiences as a learner, [as a language learner] as a language learner, the majority is about learning French, but I've got few other languages. I didn't do any languages till I was 11, then I started learning French, after 2 years I learned German, up to O level, and then I did Latin, as well, I also did Italian O level, which I did in one year, it was part of extracurricular activities. And then I did a French degree, but part of my degree was to do Spanish from scratch and I did that for a year of my course and I actually found that quite difficult. I don't know how linguistically gifted you have to be to do that intensive level of course. I could do Italian O level in a year without... going to that standard without too many problems. But with Spanish we were reading literature by the end of that year and I found that quite difficult. Even now, I've done a few other languages and things like that and that was really quite difficult. I think most of my language has been taught to me by non-native teachers, in fact I think I had one French teacher at school, but they were mainly English people teaching me. I was also wondering if one of the reasons why I ended up choosing languages, I was thinking while I was waiting at the wrong lift, I was thinking that in fact, I think I ended up doing languages... in the streaming in the school I was in the top groups for languages, and then you choose what you are best at. I don't know if it is any a great passion for languages, I mean I enjoy languages, but I think you just end up doing what you are good at or what you think you are good at. That is about it really.

G: Perhaps you want to talk more about your actual learning, what things did you remember as being useful for your learning, you've just said something about being gifted...

B: I mean, you know speaking personally, whereas I haven't found languages really difficult, I wouldn't say that I found them very easy. And I think I was taught in a fairly traditional way, I mean, certainly the books I learned from were a joke, they were antique books. Some of the words they had were actually incorrect, and I now know that some of the words if I'd gone into a shop and asked for whatever I would have been laughed at. I am very aware of that. It's just a joke. We just didn't realize it then. And also, in the same way I don't know how good my French is going to be when I teach people over here, I mean I don't know how good the French was that I learned at school, I mean, if the woman who was French and taught us had been out of France for years and years, she was quite old teacher, so I don't know about the actual actuality, how current her French was. But we used to learn and I think it was fairly traditional. From what I can see now a very traditional, I mean, we learned verbs, we learn why certain verbs took '*avoir*' or '*haben*' or whatever. And we learned vocabulary lists. And there was no language lab at my school so we didn't hear a recording, we didn't hear a radio broadcast or anything like that. We literally learned from reading aloud from textbooks and that really went on until all of my school learning. It was slightly different at University and having language labs and things like that, it was very traditional.

G: Now, do you remember anything about your teachers, your best French teachers or Spanish teachers? Things that you enjoyed doing in the class

B: We used to do role play which I think it is quite good and, whereas things like chanting verbs was a waste of time, a real waste of time. I think probably things like role playing... but that was few and far between that we used to do things like that. And then the other thing which I used to enjoy doing was - and we did in the 6th form - was actually using our languages to look at current issues, so we would look at, I don't know, some standard things: racism in France or women's rights in France or the communist party in France, or things like that. That's where you could actually read proper French articles, I think that is really important, rather than some ridiculous story that it has just been done purely for learning a particular point. You were reading proper French...

G: Right, and do you want to say anything about your teaching at college?

B: Yes, well when I went to college I think there was a language lab for the first time ever. I never used one before; so we used the language lab and again it was much more linked to reading proper French, proper Spanish, journals and things like that. Then when I spent my year abroad I was actually teaching English in a school in Paris and my French learning it didn't feel so much like learning, because you are actually in a situation where people don't talk to you because they

want to teach you something, they talk to you because they talk French. So I don't think that would have felt like learning. And I used to have to do work that I had to sent back to college which became more of an academic practice again. So it just didn't seem like learning, because if you go out to supper with somebody and if you were speaking in French with them you don't think I am learning, you just have to go on with it. So I think it is probably very different when you are in the country itself because you know the reality, you know, rather than just something from a book.

G: And talking about those two different experiences of being in the country and learning the language in a more formal situation, how do you see yourself as a learner? The kinds of demands, the kinds of things that were expected from you were they different.

B: Well it is different because probably, to people that were my teachers they might say something: "come on you have to get your French a bit better, it is not that good, this is wrong, this is wrong". When you go to the country, compared to an awful lot of English people, my French was probably fairly good, and they would say: "your French is so good, you sound like you're French" and all this. And although you know it is not true, but you are much more likely to... people are much more enthusiastic. I've just been to France for my holidays and my French is a bit rusty and people say "God I thought you were French" and you know it is not true, but it does encourage you, whereas some of the teachers some time ago were saying "that is dreadful, what's happened?, you are not using the subjunctive or something". So yes, it is very different, it is much, once you've got the basis, I don't know, I don't know what it would be like to be immersed in the country without being able to speak any of the language, but I also au paired in France and my French was really good after I've done that because I had to speak to children and I had to speak in French the whole time.

G: So could you perhaps summarize what you've said: what thing do you think are important in the process of learning and also what is important about teaching

B: Learning... and I don't how easy it is to separate the two, but I'd said linking things to real situations, rather than this sort of dreadful "Pedro goes to the seaside" sort of thing. And it is just, it is a story of an 8 year old but you have to read it in another language and you are 15 or whatever and I would say that *that* kind of thing I didn't like at all. I mean in actual teaching something that I think I am aware of is actually keeping up to date with what is happening in the language or what is happening in the country or - and I notice much I have fallen behind in that sort of thing- In a way I think it is a nonsense to speak a language, to teach a language which is not our own, really, so why am I doing this course [laughter], but in a way it is, isn't it, I mean, it is crazy, I can talk, my English is a million times better than my French, so why? really. I should teach English. I mean I

want to teach French and I hope no one who is listening decides to throw me off the course but it is a nonsense, not completely a nonsense but however long I studied Spanish for you would always be able to teach Spanish better than I can, unless you can say that you've seen the problems of the learner because you've learned it; so may be that is not true, I don't know. It cuts both ways: the experience of learning a language as a foreigner in the same way.. mm I don't know about that [you can perhaps think a bit more about that] yes....

G: Now what is language for you in general?

B: Do you mean a definition of...? [yes a definition] a means of communication. Therefore the actual communicative aspect is more important than what your accent's like as long as you can communicate. But I just being doing, in my last job I did quite a lot of work on things like that, so I may be coming out with the kind of things I had to say at work. From what I understand now, the practice is, what is important now, is whether you actually achieve communication with somebody. It doesn't matter whether you... if certain things are wrong, so it doesn't matter if you get a gender wrong or if you do something like that, it is your ability to communicate, I suppose language is simply a method of communication.

G: The next question would be how do you see language in the classroom, you've said something, but do you want to say more? Is language in the classroom the same as the language outside the classroom?

B: No, do you mean, as your L1 or L2 [well language in general terms] Well there are different types of language for different types of occasions so some things are appropriate: when you are with your family and your friends and some things are appropriate when you are in the classroom. And I think we were discussing this at lunch time because of the class someone's just been in and I actually think that you have to be realistic about the kind of language that is acceptable in certain situations and there are some times when you think, well that isn't a correct way of saying something but you are still communicating, so I don't know...

G: Right, mm we've ben talking about learning a language, about teacher, about language itself, now have you got any idea bout the kind of teacher you want to be [the kind of teacher i would like to be?] How do you picture yourself in a classroom?

B: Oh, good heavens! I don't think I am a sort of liberal teacher. I'd like to think that I'd be quite strict, I am not, I wouldn't be able to teach in a class which was full of noise, I mean, I think that's one of the things I would probably have to learn to control, I don't know whether I will be able to do that but I think the big thing is trying to justify why they should learn a language. And I think that can be very difficult and I've heard of various methods of how you can do it: 1992 and that kind of thing, but if you are not bothered I don't know how .. I think that

could be quite difficult thing for some people and I was asked in when I was teaching English "why should I learn English if I'll never afford to go to England"? and you get to a stage when you have to say "well, why should you?" So I think there are real difficulties in sort of things like that. What kind of teacher I want to be? A good teacher, not to scare people, but on the other hand I don't have an idea that I want to be the pupils' friend or anything like that, because they've got their own friends, you know, you are going to be the teacher not a friend to them all. I don't know mm, just that I don't want to have a nervous breakdown before I am 30 [laughter] that is my ambition, or before the end of my teaching practice. I don't know, I think you have to work quite tough, so I'll have to see how tough I am.

G: And how do you think this course will help you in going towards that direction.

B: For one thing, it gives you access to actual practicing it, I mean otherwise you... it would be very difficult to end up doing it. Secondly a lot of the things that they say to you, once you've heard them they seem very obvious, but you don't think of them before hand: I heard a really simple thing the other day in our French group and about the difficulty of questions and whether the pupils are producing the sentences themselves or what the teacher had said. And I just hadn't thought of it in those terms, and I mean is so obvious that is really simple, but unless it is pointed out to you, you aren't aware, I don't think when you learn why you are learning in a certain way. You know when we've been asked questions, I wasn't aware of the teacher working through a theme and a method of the difficulty of the question. They all seemed much of a muchness. It is becoming aware of that kind of thing

G: Now the last question I want you to think a little bit about is what are the kind of thing you think, you feel are going to be useful in your learning how to be a teacher, how to be a FL teacher.

B: I think it is on two levels, on one level is the actual teaching, whether I am teaching languages or not and that's thing like classroom control and actually stepping out of thinking in a way like a pupil... (278??) And I think the last time I was in a school, for any length of time I was a pupil, so I've got to start thinking as a teacher and the... in actually learning languages, I think it almost making me remember how I learned, because I don't really remember, I mean, I remember things that stood out particularly, and I can say in general that that was very traditional but I can't remember clearly structures of how it happened. The other thing is that the very fact that I am here is because I like languages and I could do them, and I am not going to be dealing with people that like languages, I am going to be dealing with people who would hate them, they have to be in the class because it is a legal requirement so I think I would have to be given an insight into how to motivate children who aren't motivated, you know, by their own

interest and that's something that well I encountered in France, but not something than I have encountered within myself... because I am, it's like everyone here. We are all products of the system, we are the successful products, so we all think the system must work. That is not necessarily true, because there are a lot of people who aren't. So I think that's another thing: how to motivate people? I don't know [laughter] I don't know. And also I wanted it to be realistic French, I don't want it to be, you know, this dreadful textbook French that we had to learn, but I think things have changed an awful lot and textbooks that you see now they are a hundred times better than the ones I was learning from 15 years ago or something, much, much better.

G: So you said earlier that you taught English in France.

B: Yes, I taught English just outside Paris in "A Lycée": it was dreadful, no it was difficult, very difficult, because I used to have 20 pupils, and I have never been trained to teach English at all, I had a day's course... and they just chuck you in there, and you have to get on with it and it tended to be that the teachers (horrible noise outside) who were in the middle of a crisis most of the time used to just sort of list. That's why I didn't go into teaching just after university, it was so awful. Most of the teachers were desperate to get rid of the trouble makers on to the foreign language assistants, they would say things like "would you mind taking him for half an hour?", and we didn't have any choice. They were just dreadful, they had no interest in learning English at all so with the ones that weren't really interested in learning English we used to do songs, by GM and translate the words into French. So I know a few songs in French. It was the only thing that interested them. I used to cut up Sunday supplement newspaper colour magazines trying to get them into, you know, "This is the Queen", "What does the Queen do? " that kind of stuff and some of them were more interested and you could play games, and do roleplaying and they were quite good, but some of them were thugs. They were just given to me... And a lot of the time that I was only a year older than them anyway. So why do I want to be a teacher? I must be mad. Yes, that was quite difficult.

G: Yes, that is very interesting, I find that listening to you people talking about your experiences is fascinating. [Is it similar?] The experiences that people seem to have through, through the system, are similar, but once you start going in to what people make of those experiences...

B: I didn't go to a state school. I went to direct grant school which don't actually exist anymore and I think that made it even more traditional, it was selective, so [yet it is the personal experiences, that is what makes it very interesting] talking with people in my course, there are a lot of people who went to fairly traditional school, it was very, very high, whether it was grammar schools or comprehensive, or whatever, we all had a very traditional way of learning ...

G: Well, I think that is basically what I wanted to talk about, now if you want to

ask me any questions or add any thing else...

B: I think that the important thing which I noticed at school and I think it is going to happen with me is how you keep you FL at a reasonable level. I think that is really important and I don't know how, I don't know how I'll do it because you need to need to be in the other country for such a length of time to pick up the important things, and you really cannot do that if you have a job over here... I know very few people who are, who are not recognizable to some extent as a foreign speaker of the language. I've heard may be one person who people say her German was so brilliant that you wouldn't notice she was English, but apart from that, I don't know how you can get to that kind of level, but I don't suppose you need that kind of level, that's another thing, what level you need to teach in a secondary school... 13 year olds... I don't think I've got more questions, just what do you want me to do next.

G: Before I tell you what I want you to do next how did the interview feel? How was the interview for you?

B: Oh, it was fine, I thought I'd gone a little of the subject really. No, that was fine. I mean, I don't know if I had thought, I could have start thinking more about things, I don't know. I've been out of education four years, and the actual learning process I really didn't have to do for 4 years, and I've forgotten really how I did it. But apart from that, you know, it is fine. I don't like talking about myself but it doesn't worry me and I have found it quite interesting [laughter] Yes, that's fine. [I also hope it is of some use to you as well] yah, it was when I suddenly was thinking about how you would need to be a native speaker, and I was very convinced with my argument and then I thought of something else, I am not sure about it, really.

G: So what I would like to do next is - but I am sure I will be seeing you in more informal situation at lunch times...- yes, are you one of the students that are going to be writing diaries for profiling [no, I mean] No you would have been told by now. So, because I am interested in the process of learning I think it is important if you could keep a diary, which means you won't have to write every single day necessarily. I am going to draft a few ideas to tell people the kind of thing I am interested in, but it is basically your reactions about the two days you spend at the MLD. Don't worry about the issues and FPO. [So you are actually going to write some ideas about] yes, I'll do that tonight and I will pass it on to tutors to give it you on thursday.

Second Interview

30/10/90

G: So, you are saying that you are writing this diary...

B: I was talking with someone because I was hoping that I was going to see you today, I was talking with somebody this morning, who is doing the French course with me and I was saying that in thinking about doing this course I thought much more, in fact, completely, whether I was going to be able to teach rather than whether I was going to be able to teach FLs. And for that reason I've found writing the diary, I felt I was getting too much speaking about myself and how I was reacting to teaching rather than the actual learning to teach a FL. You will see when you look at my diary, I am not particularly satisf..., ummm? I don't think it is very good really. I don't think it is very useful.

G: I am sure it is useful, I mean, one of the things you be aware of as well is that TFs has to do a lot with teaching in general...

B: Because that was what I was thinking... the whole time I was thinking, can I teach? no can I teach FLs?

G: But I am pretty sure that there are certain things that have to do with teaching languages than do not have to do with [yah?] teaching maths, or history [yah?] well, I suppose so [yah, ok], and probably you are not aware of those specific things now, but when you go to the classroom perhaps you will see how those things, how you cope with different things

B: Yes, I guess so, just at the moment, when I was trying to write down things what I was trying to do was to write after each of my curriculum days and try to write what I thought about it and how I reacted, [good], well, I don't know..

G: What were you doing in the curriculum, were they things specific to FLs? or was it do do with more general issues about teaching

B: a combination. We tend to start, we have sort of classroom management and that kind of thing, but we also have actual specific examples of how to teach the weather or that kind of stuff, so it is a combination, so I've tried to put down my reactions to that but I don't know, you'll see when you read what I've written.

G: Well, I think I said that the beginning, it is not a question of you being right or wrong, it is just how you relate to things and how that experience is helping you [yah] so it is not

B: I just don't think at the moment I am coming up with what your questions really want, that's all.

G: So, what I wanted to do in this interview was basically to try and go back to the same questions we dealt with the first interview and to see whether those views about teaching a FL, about how people learn FLs and about language in general

have changed, or whether you've got different views on, or questions, you may have questions

B: I mean the one thing that I've really noticed reading through the transcript, apart from the fact that there is a lot of waffle in it on my part, is how, I didn't feel, before I started the course, I thought about the implications of FL teaching, I thought about teaching, but not teaching FLs and so I actually contradict myself about whether someone should be a native speaker, or non-native speaker and it was almost that I'd never thought about before and that quite shocked me, really. And I tended to feel that, after reading what I said I started thinking that may be doing a degree in the subject, means that you teach it rather than making, so if I was going to teach secondary school, I would have to teach French, I haven't got a history degree, I haven't got a biology degree, I've got a French degree, and you teach whatever your degree is. And that goes back to decisions that you made such a long time ago, that goes back to decisions I made when I was 16 or 17. And that is quite old, really, but that's what I should be teaching. Then you may be start thinking, well is it a matter of teaching? the teaching, rather than the actual subject? You know, if I had enough knowledge would I be able to teach maths, as well? I mean, I can't do that, or history, or whatever. So I thought that, and the thing about the native speakers, I think it works both ways. I don't at the moment, I don't feel that one is that much better than the other, I think there are advantages to both and I might, I'd probably speak less complicated French than a French native speaker, I think because I'd be aware of what I found difficult, like the subjunctive, when I was learning. The other point is that I wouldn't have the, how shall I explain myself? the, I wouldn't have the confidence, maybe in my language that a native speaker could, but I would be able to empathize with the feeling of actually learning a language and trying to think why was I interested. So, I don't know, I haven't an opinion in either way on that, I think it is if some one and a half rather than the other (62??), I think there are advantages to both. But we had a sort of a role play in the French, in our curriculum day, the other day and the French native speaker in our tutor group was, seemed much more confident than the rest of us. Now whether that was a personality thing, or whether that was because she was speaking her own native language, I don't know. You see, the only experience that I have to compare it with is when I taught, when I was teaching English, so I don't know yet, I really don't know, because I haven't had experience of teaching a FL, a FL which is foreign to me [so next TP will] yes it will start to show me [so we can perhaps explore that issue a bit more during TP and how you feel about that, I think that's very interesting, I mean that you are going to change things, but just to be aware of that] I really haven't thought about this up until now, not to teach in FLs, you can think about it in specifics in my interview here, I was asked how I teach the '*passé composé*' - which I thought that was a very stupid question-, but that was what I was asked and so

you can think of specifics but not as a general overall the teaching of FLs.

G: Any thing else you want to say about teaching and teaching a FL?

B: Not at the moment, no

G: What about learning: have you got any other ideas, new questions, new doubts, new insight into that?

B: On how I learned? [yah, or how people in general learn FLs, any important factors... that may help?] again it came out of our discussing how the majority of the people in my tutor group learned French was in a very traditional way and it was almost an academic exercise and I actually found that quite a satisfying way to learn, I mean perceived that is, I get the impression now that the way I learned is really frowned upon, and my tutor who isn't a particularly trendy, liberal type teacher, but he actually makes jokes about the way, that, for instance, I learned French. It was very much, we had ten new words to learn, once a week, and you'd have a vocabulary test and we'd learn may be feminine words, associated with, I don't know, going to the sea side. And we would learn them as individual items of vocabulary, we didn't learn them as part of a, in context at all. And I am a little bit divided on this, because although I can see that realistically it's obviously much better to put things in context, I actually enjoyed the academic exercise of learning a list of things. But that takes the language out of its, I mean it is not realistic at all. And I can totally understand that. But I find that, I seem to remember that as being very satisfying. And there are a lot of other people in the group who were saying the same sort of thing. The other thing which is, a bit anecdotal, but something which make me laugh, is that my tutor said that the only French teacher he's ever had a row with someone was on TP was the French teacher of my school and she was a very dreadful woman, but it was quite interesting to hear these views by somebody who was an outsider and that has made me sort of wonder what on earth it was that made me (???104) because I didn't have, I had a dreadful French teacher, personality wise. So I don't know at the moment, because it was one of my better subjects. I feel as if I should be coming out thinking that I was just motivated by the French way of life, and French culture, bu... it interest me but I can't image thinking 'oh' I'd like to live in France". [so it was more the subject.. rather than] a passion for France because that was not taught to me at all.

G: And how did those learning words exercises you did relate to the actual process of learning, how did those things help you naturally speaking [speaking French] not just speaking, but being able to understand...

B: Well, I really didn't have to speak or understand French because I read French and occasionally we would, may be, listen to French but we never had school trips to France. I went to France for a couple of weeks on an exchange, but I don't know, I just feel it was done as an academic subject. It wasn't really very much about

French people, and I enjoyed for that. It doesn't seem to be the reason, that's not one of the ways we are meant to motivate people when we go out to the TP. You know, I understand that you, well channel tunnel, and it would be so useful when you go to a day trip to Boulogne and things. I didn't learn it because of that. I just quite enjoyed learning it.

G: very interesting... [is that..] no, it's very interesting because, another people had just said that they had the same experience

B: We had a French assistant that used to come over and we used to talk about things with her, but that was in the 6th form, when we were doing the A levels. It was definitely academic.

G: And do you want to say any thing about the language? About the way you view language?

B: In what?

G: Do you remember that we were talking about language and what is language for you and you said a few thing about language

B: communication, [yah, I don't know if you want to add any new... to that] I can't think at the moment, no. I don't think so.

G: Now, if you try to connect those things that you've been learning, do you know how they are going to influence your teaching practice? What do you expect from TP?

B: What I've been learning the last couple of weeks? It goes back to a very similar sort of thing in that I just haven't thought about the actual nitty gritty of teaching of things and I was, before I started the course I was concerned about the level of my French and then I see the kinds of things that we are expected to teach in first or second year and I am amazed at how simple structures are and how slow you have to take it. That is what strikes me... it is difficult because I haven't put it into practice yet but it is implied, I am getting the idea that it obviously takes a long time for people to pick up certain phrases and things like . So what might seem to me the weather, quite a simple topic, maybe "it's sunny, it's raining" or whatever, the constant reinforcement that is necessary. But I think I may be see that when I've done a bit of TP. So basically not underestimate how long it is going to take to get people sort of be confident about using certain parts of language. And I think that quite struck me. That's it really at the moment.

G: Have you got any expectations for TP, any ideas?

B: I think it is going to be purely on the actual teaching of language, I have the impression that the standard. I mean, I may, I've just being talking to people about what we've seen in some 5th year classes and their grasp seem really minimum and their ability to use the language so, despite of the fact that the teaching, I am sure is a lot more within context that mine, than it ever was when I learned, it's still not very impressive, I mean, it really isn't. I can't remember what it was like at O level but some of them can't write very much or even speak,

speaking particularly well constructed sentences, but then if they can communicate, I suppose. If it is looking at it from that point of view. I've always looked at it from an academic point of view, like a mathematical formula, it should be correct: the verbs agreeing, and your nouns agreeing, whereas now I think it is much more "have you actually managed to communicate to somebody?" and that is quite a change for me.

G: And how do you feel about that?

B: Ummm, I can rationalise that it is much more sensible to be able to communicate but one of the I find satisfying things about language is that you put all the pieces together and it's correct. And may be that's missing, that's lost, not been lost but it is not emphasized as much as when I was at school. So I think that's different, it is a move towards actual communication, certainly from whatever I've understood from various things I've done. It's probably more practical if you want to go shopping, you know, I can really see that, but I am not 100% ... not in agreement, a 100% happy about it. I can imagine that underneath I'd really want to be saying "you've really used the wrong gender there" or things like that. And I know I am the one who's got to change. So my mind says that I've had to but inside I would be thinking, "Oh well, that isn't correct" and things like that...

G: That's very interesting. Now something that perhaps it is a very difficult exercise to do, but we'll try. You are immersed yourself in a learning process of this business of becoming a teacher, you are learning that, you are not learning the language anymore, just to be a teacher of the language. Could you try and distance yourself and see what happens up here [mind] in that change that you were referring to, how does it happen? what kinds of activities that you've been doing so far have helped you in that process?

B: learning to be a teacher? (silence) I think it is one thing the changes between what I was like and what I think the pupils I am going to be dealing with are like and I think that's reinforced quite a lot of times by our tutors how different things were 15 no 10 years ago or whatever, when we were at school. But how I learned? I don't know [just to put it in a different form, you've been doing discussion and input sessions perhaps, and you've watched videos and other things, how do you reacted to that, which activities did you find more useful for your TP or for teaching ideas in general?] I mean, I think to learn there is no a right way or a wrong way and that however long you might have been teaching for and however good you may be as a teacher you can't guarantee a 100% that every thing is going to go absolutely fine. But it is sometimes I find quite obvious statements are made to us, but until you hear them they are not obvious, I mean we are going being told anything confusing or complex, it is all really quite simple, common sense stuff, after you've heard it. But you just hadn't thought of

it beforehand. I mean that is the kind of thing that struck me again and again: that what I'm being told isn't difficult for me to understand, you know, I am not thing, what on earth do they mean? but it's quite straightforward stuff, it is actually putting it into practice and I've got, you know, we've got all the ideas of what we should and shouldn't do and how ever much I would like to delay my TP for as long as possible, the actual going into the classroom, is actually the only way to finding out if you can do it. We've been doing a couple of times we've done some role play. But even thought it is sort of with friends or fellow students or what ever it is really fairly daunt intimidating and although I don't like things like role play or acting in front of other people who are my peers, it was actually very useful and how immediately certain, how you forget what you are going to say, and your mind goes blank, and it's very awful, and I didn't think it was going to be as bad, I mean, having done a little bit of teaching in France, how I just got totally out of habit. And it is just very different. And I've done not a lot, but a fair amount of presentation work, like meeting work, but it is just going to be really different and I am glad that there is not lots and lots of theory and lots and lots of child psychology because although I think I needed these five weeks, I think it is far better getting on with it. We haven't been given any answers to anything, you know, there is, if ever the tutors made a statements, they always immediately say, I find it quite amusing, actually, "but of course this is just something, my opinion" they don't want to impose anything on you whatsoever. It is that a lot of it has to be done yourself. And how you've got to learn by what you do, so even in two or three years time. That's the difference between a job, an office job and teaching. I really notice that when I've been working, after 6 months, you sort of know what you are doing , because the parameters don't change that much, but I really get the impression in teaching that they made us very aware of constantly having to change and adapt and respond to different things, when there is fight in the corner of the classroom or whether there is somebody answering your questions correctly. And I think that is good, I find it quite, usually quite motivating. I don't know if I have expressed that very well, actually, what I've trying to say.

G: yes, you have and again when I transcribe if you think that what you meant to say is not exactly what has come out, you can..

B: It is very definite this feeling that there aren't any right answers and you can equip yourself with a certain amount of methodology which is helpful, you know, and hints, you know, about taking the blackboard pieces of chalk to the classrooms, you know, that kind of thing, but a lot of it has to be self-learning and also even if things go wrong, you actually learn by the fact that you've really screw things up, I mean, to learn from it all the time because there are, I don't know if I should say this, but, there are, I might cross this out [ok], there are people in our tutor group that have terribly definite ideas and to have spent

shorts amounts of time in the classroom and have very different ideas about things, how things should be and in the case I am thinking someone who is younger than me, it's not as if she is old and stuck in her ways or anything, but this person has terribly definite ideas about how things should be and I just I would imagine that would be quite a hindrance because you could have all these rigid ideas about how things are going to be and then they could be worth next to nothing in the actual situation that you find yourself. So I know I have to be realistic about what you can expect from people... I don't know [right] I feel I should have refined what I just said, but I can't think of how to do it at the moment [yes, that's fair enough]

G: Well, I suppose the last thing I want to ask you about is how do you feel about writing your diary, about trying to verbalise your thoughts? is it helping you in any way?

B: yes, except that when I was writing it I was really thinking how much use it would actually be to you, and I I feel that I probably need a feedback on it, because at the moment what I have written in the last two weeks or whatever, I feel I am missing the point. I don't mind writing it and I but I don't think I am answering your questions, not answering your question but not really making very great statements, and you know, if you let me know, when you read it, I feel I am a bit off balance with it and not going in the right direction [that is part of the process] but I think will this help a Ph D or not? [no, don't worry about that, because it si about you, it is about what you think, it is about your ideas, and that's what is important. If I had preconceived ideas of what I would like to get at .. I just want to know what happens with your learning process, and that's you, and that's not preconceived ideas about this] That is what I thought, that either I am not understanding the questions... [do you think the questions are clear, or would you need some explanation on that?] I can't think at the moment [yes, any point that you feel it is not clear about what I want to...] I really felt that when you were saying questions like :how did you learn at school, I don't know, I just can't remember a lot of things, that's how I felt I was a lot unaware of... I didn't question things I think and that's... you know, if you question things it is because you've got certain opinions whereas I just learned because I was told to and I think that makes quite a big difference. Someone else in my tutor group said how they think teaching is a vocation, it is about being a nun or something and I disagree with it and we were discussing this yesterday and may be if you always wanted to, if the only thing you ever wanted to be is a teacher, then you view things in a different way. This is somebody who's been really influenced by the French teacher, and now wants to be a French teacher, whereas I don't view it like that. [it really comes down to personal experiences, doesn't it?] yes, I don't feel like at at all about it. I don't think many people do, in my tutor group, any

way, but most people in my tutor group have worked a few years and I think that makes major differences on how you do things and how you react to things, I don't know, I certainly don't have a vocation..oh my God, dreadful, but if it is for some people it is great, I just find that if they can't do it it is going to be a major sort of blow to them, because, you know, you may have a nervous breakdown after two years, whereas most of the people I've spoken to don't they don't think it is vocation, they are going to see how it works out, and if it doesn't work out, you know...

G: Well, I think this is all from me, do you want to say something else, well what do you want to carry on doing?

Beth: No, just keep on writing your dairy and I am pretty sure now it is going to be different because you are going to be reflecting on things' you are going to be doing, and you will have to plan your lesson and keep a portfolio...

B: We actually don't know, there is two of us actually going to the school, we don't know at the moment what our timetable is, but I think we are going to be observing for at least a week, or so

G: So if you could write your reactions to those observations, what is happening in the classroom, and not only about what is the teacher actually doing, but what is the reaction of the students [indifferent, I think] (laughter), so it is looking at the teacher and looking at the learner and the learning process and seeing how those two go together, if they go together.

Third Interview. Field Notes

3/12/90

Rebecca had preparation to do after the observation so I interviewed her on Friday the 7th/12/90. Lunch time in the canteen. What follows is a version I wrote from the notes I took while interviewing her.

a) What did you expect to gain/ learn from teaching practice?

She said that the reality is not as bad as she had expected. She was very worried about discipline problems and control, she hoped that she would be able to stand in front of a class and she was afraid that she might not be able. Yet she was surprised to see herself teaching a song to one of the classes and singing along to the tape as well as jiggling around since it was an action song. She never thought she could sing in front of a class. The classroom context helped her to do it: In a way it is like acting, like putting on a performance. She wouldn't dream of doing it (singing a song) out of context. Before she thought it was going to be awful being in front of 30 kids. Now she would worry more about the individual student who is naughty.

What happens in the classroom is that you magnify your personality which allows you to do things in the classroom that you wouldn't dream of doing outside. The context is also provided by the kids, the kids put you in that role. It is not just you, it is a two way process.

She is determined to be good at it. She doesn't have any regrets about the course and she doesn't think she is missing the point.

She was expected to be able to deal with dreadful children, but has found that since her forms are unproblematic she can do more thinking, she is free to think about how things are taught and she can start to form opinions. She can see how different it is now from when she was at school and the way she was taught. Part of her says that now it is more demanding, yet children seem to ignore very basic things. Teaching is a kind of "phrasal teaching": *Je m'appelle* etc. and they do not know how to say *je* and other separate items of language and they are unable to manipulate or adapt the language

She feels uneasy about this. She agrees that it is more interesting and more creative because they can say things like "my name is" from the beginning. So the benefits seem to have to do with the short term. At the same time kids cannot manipulate individual words. they cannot see beyond phrases. She is not sure. She

has doubts. She can teach that way, that is not where the problem lies, but she still doesn't know what would be better for the kids in the long term. She hasn't seen the fifth years yet, she doesn't know whether they would be better that she was at the same time. They apparently do not have the base. Before she thought the way she was taught was sterile, now she is not that sure.

She likes the rationale of learning the system of the language: it provides security to the student. It may be boring in the short term but in the long term it may be better. While what they do now may create problems in the long term (???)

As an example of this she refers to a second year class: one of the students did not know what the word for 'the' was. Although they could use it in a phrasal context. When she commented on this explanation she was given by one of the teachers was that if she gives the kids the English equivalent it would be a kind of translation and they want to avoid that.

She thinks that if the talk on the table is communication perhaps kids do not need 'the' for communication. She is not sure about that.

b) What are you expected to gain and how to you see the different roles of tutors both at the university and at the school? :

(During this first block)

- From the university: she gets the impression that they want the students to get used to it, to begin to feel your way. Yet when you are there it doesn't feel that way (???) If this is supposed to be the 'easy one' next term it is going to be dreadful. She was expecting all these 'horror stories' and she was expecting to cry every day. She had none of that. She is expecting that next term when she has the 4th and 5th years.

The examples that are presented at college are not relevant in the schools.

The university tutor hasn't got enough time. Fridays are not used to sort out problems people have had during the week. Now it only happens at lunch time. She feels that there should be a space to talk about what has happened during the week although you will have to control it. The tutor is supportive as much as he can be, but he is not there most of the time. He has 15 other people to attend to. What she gets from him is a kind of formal support: she has to ask to see him if she wants to.

Schools: all the staff are very supportive. For the last two weeks they haven't

been in her classes. It is a joint thing. The relationship with them is informal. Some of them are more or less her own age. They come and ask her after every lesson how did it go: informal support. She finds that it is difficult to think of new ideas all the time and teachers at school have been very helpful in promoting new ideas and discussing all the lessons with her. Would they do it next term? She expects it to be tough: this term she had only changed the tone of her voice and she did not smile once, and said things like: (???) . She thought she was rude. But she hasn't given detention yet.

f) how are you expected to plan?

She follows the scheme of work from the school: listening, speaking, reading and writing. She doesn't remember how she was told to plan at the university. So she would introduce some language to the classroom, use it in the classroom and across the classroom so that things are more self-directed. That is what the kids are used to.

At the moment she is exploring the idea of multiple activities going on at the same time for mixed ability classes. She thought it was going to be difficult: organising different materials for different groups.., but thinks that it is working OK. She has to make sure that every group knows what it is expected from them at the end of the activity. She thinks that it can be ideal for mixed ability classes. She doesn't feel very confident with that yet. She had her tutor that day.

g) What do you have to do during TP?

h) What do you feel you need?

For some reason the lesson plans at the university are not appropriate for the school. They were far too complicated: "how to teach the past tense": we got a lot of examples. She hasn't needed that. In contrast she didn't get any examples on how to teach "on, in and under". She did not get great ideas. And the ideas she gets from the university are totally inappropriate. She gets her ideas from the teachers at school.

She feels there is not enough time to discuss things with the tutor. a lot of work to do on fridays while you have to sit in lectures which are not relevant to what people are doing at schools, for instance: "weather charts". The topics to be introduced are decided at the beginning of the year.

j) More thoughts about TP

It is much harder work than she thought it would be. She finds it difficult to plan ahead: difficult to see beyond the next lesson. She expects it will come. She is always planning sort term: for the next 70 minutes, rather than weeks ahead. Also she doesn't have the energy. She is so centered on how to fill the 70 minutes that some times she is not able to see what the objective of the lesson was. Some times she only wants to keep them quiet, or wanted to get through the lesson. So she feels she has to think about that more because she gets "muddle headed" (???) and feels she has to plan activities ahead.

Sometimes during the lessons when she has to make rapid decisions and that was not in the plan she feels that because she did not plan she respond in ways that she can get away with because she has a nice class. For example a few days ago the OHP collapsed. It should just have happened because as they tell you you are supposed to check all your materials and equipment before class. Yet this is not realistic, because you walk out of a class into another and there is no time for that. It is one lesson after another.

The fact that she doesn't have to deal with horror stories, allows her time to think, and wonder why her students do not know "the" in French while other people have to deal with a more hostile situation.

She also mentioned that the fact of talking about her teaching, makes her think more and she finds herself saying things she did not know she was thinking.

I have asked her to explore the issue of decision making in class: both planned decisions and unplanned decisions during teaching. On which basis does she think she takes decisions?

Teaching Practice

First lesson. Preobservation Interview

27/2/91

Took place in a small class near where she teaches. We tried to find a quiet place only to realize that schools are, probably by definition, busy, noisy places.

GG: As I was telling you before, if you think of the times when you are planning, on the basis of what do you plan, what do you have in your head when you plan your lessons?

B: Well, the main thing, I think is to restrict oral work to may be not more than, certainly not more than 30 minutes of a 70m lesson, I mean, particularly with the first years and I try to follow a sort of series which is that first of all you do listening, then speaking, then reading and then writing. I mean that doesn't always work out but that's what I try and stick to and so I try to have activities which aren't going to last for a whole lesson for the younger years, because they are not as well directed as the fourth years are and, you know, they need pushing, I think, they need a fair amount of change and actually today I was looking at the lesson plan before you arrived and I realized that at the most there is no activity that will last much more than 15 minutes which in fact makes for a lot of work in a 70 minutes lesson when a lot of your activities are maybe ten minutes long. So, I'd say that's

G: And are there any things which worry you or concern you when you are planning?

B: When I am planning? Getting enough things to fill 70 minutes, being able to decide how much new material they can pick up. I still find that quite difficult. Because some things look so simple to me, they look so simple and yet they just can't do it at all. And you know, I just have to learn that. But that is something as well.

G: Talking about today's lesson plan, what are you going to be doing
(Stop B. has to go and get some keys)

B: Right, today's lesson. Today's lesson is teaching, is actually reinforcing and introducing some slightly new material on people: what kind of hair they've got, if it's long or short, what colour eyes they've got. Now this all got a bit of a down turn this morning because I found out that what I had been told to do, actually isn't the right thing that I should be told to do. So what I am doing is instead of looking at the subject or topic, the last thing may be definitely, obviously today's lesson, may be next week. I am actually going to have to finish off today and then start a new topic on monday. So I am a little bit unsure, I have to change the

homework, I am a bit unsure about that. But what I am trying to do today is also move from them saying she has got brown hair to say I have got brown hair. And I find that a very difficult thing to do. I think that's quite a very difficult thing to do. That's what I want them to come out with at the end of the lesson and there is a worksheet I want them to do. And there is also about half way through the lesson, I've never done this before, I had to do it because of the change. I am going to have to introduce some new material which means sending them off to doing something and bringing them back again and teach them something new. And I don't know how that will work, I mean, we'll see. They are a good class. If it would work with any class, it would work with them. So that's what I am doing.

B: So about the activities that you are going to be doing...

G: Right, we are going to be doing, first of all quick revision of some flashcards, then I am going to be doing some listening test, where I read out a description and in their rough books they have to draw the person I am describing. Then I am going to try and get them to move over to say I .., to describe themselves and I want hopefully get a bit of questioning going around the class. I am going to ask them to go and ask 4 people what they look like and they reply. Then I am going to introduce, what am I doing then? Then I have a worksheet which I want them to start doing. I am telling them to do at least two of the questions in the lesson when they finish off their homework. Then I am going to introduce she's tall, she's small. Then they have to copy that into their books and then if there is enough time we are going to play one of these games when they all stand up- you may have seen me doing it before- I describe a picture, if I am correct they repeat me, if I am not correct they don't say anything, if they do say something they sit down.

G: Any rationale for doing these things in that way?

B: I've split up the way, the amount that I am teaching into different ? (55) and what I am trying to do is really after each presentation do exercises to reinforce what I've just taught them. I suppose. That's why I am doing it. And the bit at the end is just in case I've got 10 minutes and I don't know what else to do. So we'll see.

G: In terms of learning, difficulty of learning, do you know what is going to be the most difficult aspect for the kids to learn?

B: Oh moving from saying *elle* to saying *je*. I really find it difficult, and I end up cheating and talking in English. So I may well do that today. I didn't do a very good presentation on monday, so I don't know, they may be just be all over the shop... So, I don't know.

G: Do you want to say something else? How do you feel?

B: At the moment I feel OK, but I am still wary of what I am going to be like because I thought them so badly [*Beth, could you write something about what 'teach badly' means and why and how do you know? , thanks*] on monday. It's a

really nice topic to teach and I screwed it up a bit, so they still haven't shown me the homework and they seemed to have grasped it. So may be the revision won't take as long. That's the other thing, you know, that beginning with the revision I am always, I am never quite sure how long to go on for, whether to go on till they get bored, so I am not sure at the moment how long that will take.

G: How do you now when they are bored?

B: They start yawning (laughter), less hands go up. If you start off with hands going up (76??) I don't know you can just tell. Sometimes you have to go on even if they are bored. Because you would say you may be bored but you don't know it
[Beth, when do you now they know it?]

1.55 → 3.05

7TH

EL3

bluntak, flashcards, w/ sheets, OHP

to reinforce les cheveux + adjs form

les yeux + adjs

to introduce move from elle à → j'ai

to introduce elle est grande / petite

f/cards on board

□	□
□	□

elle

□	□
□	□

il

start c elle & either / or qu's

elle a les cheveux bruns ou elle a les cheveux blonds ?

elle a les cheveux blonds

elle a les cheveux blonds ou elle a les

cheveux noirs ?

elle a les cheveux blonds

elle a les cheveux roux ?

non, elle a les cheveux blonds

comment est-elle ?

elle a les cheveux blonds

⇒ elle a les cheveux courts ou lescheveux longs

etc

elle a les yeux verts ou les yeux bleus ?

etc.

⇒ il a les cheveux bruns ou les

cheveux noirs

what is the diff'ce in the sentence now ?

Prenez vos cahiers de brouillon
 écrivez les numéros 1 à 6
 écoutez bien

I'm going to read some sentences
 about ppe.

~~for each~~

Draw a face to go with what I say.
 what is diff'ce \leftrightarrow il & elle?
 Move fr. elle / il \rightarrow j'ai

écoutez bien

je m'appelle

j'habite à W.G.

j'ai les cheveux bruns

j'ai les cheveux courts

j'ai les yeux bruns

comment es-tu ?

\rightarrow around class

In the next 5 ~~10~~ minutes using the
 questⁿ 'comment es-tu'
 ask 4 ppe in the class.

Listen carefully to their answers

worksheet

careful explanation

you can colour in faces how you
 want, but remember you will need to
 write about them.

when you have coloured a face
 write sentences - how would they
 describe themselves.

You can keep w/sheet. You decide
 whether to cut it up or stick it.

I want you to do at least 3 sentences.
now

introduce

elle est grande
elle est petite

REPETITION
CHORAL WORK

elle est grande - oui / non ?
elle est petite - oui / non ?

elle est grande ou elle est petite ?

elle est petite ou elle est grande ?

elle est grande ? non, elle est petite ?

comment est - elle ? elle est petite

~~draw these people~~

prenez vos cahiers : Comment est - elle ?

draw these people & write the
sentences next to them.

Devoirs

Learn the words ~~that~~ to describe
someone's appearance

Finish worksheets

Filler

Simon dit

everyone stand up
I make statement, they repeat it
if correct, silence if incorrect.

Colour the faces (numbers 2-6) & then say how each person would describe themselves. Write the description in the speech bubble. I've done the first one for you.



J'ai les cheveux noirs et
j'ai les cheveux courts.
J'ai les yeux bruns



Transcript of first lesson**Year 7. French****Lesson starts**

B: *Alors* (94) It would be nice if one lesson I didn't have to say it. (96)

Fermez les livres, fermez les livre, fermez les... (99) *Bonjour la classe*

C: *bonjour madame S.*

Revision using flashcards asking individual pupils

B: *Alors. Regarde bien. Regarde bien. Elle. Elle a les cheveux blonds or elle a les cheveux bruns? Look at that man. Elle a les cheveux blonds or elle a les cheveux bruns? Lève la main* (106) **P?** **P:** *Elle a les cheveux bruns* **B:** (107) *très bien. Elle a les cheveux bruns. Elle a les cheveux blonds ou a les cheveux roux* (109) **T?** **P:** *Elle a les cheveux blonds* **B:** *Elle a les cheveux blonds ou a les cheveux roux? Oui.* **P:** *Elle a les cheveux roux* **B:** *Roux. très bien, T. Elle a les cheveux roux, T?* **P:** *Elle a les cheveux roux* **B:** *Roux. très bien. Elle a les cheveux bruns o elle a les cheveux blonds? Elle a les cheveux bruns ou elle a les cheveux blonds? S?* **P:** *Elle a les cheveux blonds* **B:** *très bien. Elle a les cheveux bruns ou elle a les cheveux roux, elle a les cheveux blonds ou elle a les cheveux roux, S?* **P:** *elle a les cheveux roux* **B:** *Elle a les cheveux roux ou elle a les cheveux blonds? Elle a les cheveux roux ou elle a les cheveux blonds? R?* **P:** *Elle a les cheveux?* (inaudible). **B:** *Blonds. très bien. Les cheveux blonds. Elle a les cheveux bruns ou elle a les cheveux roux? Elle a les cheveux bruns ou elle a les cheveux roux? S?* **P:** *Elle a les cheveux bruns* (not very clear) **B:** *excellent. Très bien. Elle a les cheveux bruns. Elle a les cheveux blonds ou elle a les cheveux roux? Elle a les cheveux blonds ou elle a les cheveux roux? S.* **P:** *Elle a les cheveux blonds* **B:** *très bien. Elle a les cheveux roux ou elle a les cheveux bruns? Elle a les cheveux roux ou elle a les cheveux bruns? R?"* **P:** *Elle a les cheveux roux"* **B:** *très bien. Elle a les cheveux courts ou elle a les cheveux longs? Elle a les cheveux courts ou elle a les cheveux longs? P:* *Elle a les cheveux longs* **B:** *très bien. Elle a les cheveux courts ou elle a les cheveux longs? J?* **P:** *Elle a les cheveux courts* **B:** *très bien. Elle a les cheveux longs ou elle a les cheveux courts? G?.* **P:** *Elle a les cheveux longs* **B:** *très bien. Elle a les yeux bleus ou elle a les yeux bruns? Elle a les yeux bleus ou elle a les yeux bruns? C?* **P** (silence) **B:** *Elle a les yeux bleus ou elle a les yeux bruns? P:* (silence) **B:** *T.?* **P:** *Elle a les yeux bruns* **B:** *très bien. Elle a les yeux bruns* **P:** *Elle a les yeux bruns* **B:** *Elle a les yeux bruns* **P:** *Elle a les yeux bruns* **B:** *très bien. Elle a les*

yeux bleus, pardon, elle a les yeux bruns ou elle a les yeux bleus?(144?) elle a les yeux bruns ou elle a les yeux bleus? P.? P:elle a les yeux bleus B: très bien. Elle a les yeux bruns ou elle a les yeux bleus? Elle a les yeux bruns ou elle a les yeux bleus? Let me see. S? P:Elle a les yeux bruns (not very clear) B:très bien. Elle a les yeux bleus ou elle a les yeux bruns? S.? P: (silence) B: Elle a les yeux bleus ou elle a les yeux bruns? P: (???) B:Elle a P: Elle a B: les yeux P: les yeux bleus B: très bien. Elle a les yeux bleus.

Q/A

Alors Ecoutez bien. Elle a les yeux bruns? (155??) Elle a les yeux bruns? P? P: Non elle a les yeux bleus B: Excellent. Elle a les yeux bleus? (157) Elle a les yeux bleus? Y? P:Non, elle a les yeux noirs. B: très bien. Elle a les yeux bleus? Elle a les yeux bleus? T P:'Non, elle a les yeux bruns B: très bien. Elle a les yeux verts? Elle a les yeux verts? P.? P: Non, elle a les yeux ..? B: très bien. Now.

Q/A and checking understanding

Ecoutez bien. Comment est-elle? Comment est-elle? J? P: Elle a les yeux bleus B: Oui. Elle a les cheveux roux? P: Elle a les cheveux bruns B: très bien. Comment est-elle? Comment est-elle? C P: Elle a les yeux bleus. B: Oui P Elle a les cheveux blonds B: très bien. Comment est-elle? Comment est-elle? B? P Elle a les yeux bruns B: très bien. P: Elle a les cheveux roux B: très bien. très bien... Comment est-elle? Comment est-elle? Do you know what I am asking when I say that? Comment est-elle? What do you think I am asking? G? P: What's she like? B: yes, What does she look like? Comment est-elle? Commen est-elle? Comment est-elle? Z.? P: Elle a les yeux bruns B: oui P:Elle a les cheveux blonds. B: très bien. Excellent. Regardez bien. (180) Le garçon. Le garçon. Il a les cheveux bruns ou il a les cheveux roux? Il a les cheveux bruns ou il a les cheveu roux? J. P: Il a les cheveux roux B: très bien. Il a les cheveux roux ou il a les cheveux bruns? Il a les cheveux noirs ou il a les chevuex bruns? L.? P: I can't tell, I haven't got glasses B: OK T? P:Il a les cheveux bruns B: très bien. Would it help, L. if you sat here? Try that ...(189) Il a les cheveux roux ou il a les chevoux noirs? Il a les cheveux roux ou il a les cheveux noirs? P? P:'Il a les cheveux roux B: très bien. Excellent. Il a les cheveux blonds ou il a les cheveux roux? T? P: Il a les cheveux roux B: très bien. Il a les cheveux bruns ou il a les cheveus roux? Il a les cheveux bruns ou il a les cheveux roux? L? P: Il a les cheveux bruns B: très bien. Il a les cheveux blonds? Il a les cheveux blond? G. P Non, il a les cheveux bruns. B: Oui. très bien. Il a les cheveux noirs? Il a les cheveux noirs? B? P: Non, il a

les cheveux bleus??? (200) B: très bien. (200) the group at the back ...hands up so it's just a warning. Il a les cheveux blonds? Levez la main (202) Il a les cheveux blonds? A? P: Non, il a les cheveux.. noirs B: Noirs P: Noirs B: Noirs. il a les cheveux noirs. très bien. Il a les cheveux roux ou il a les cheveux bruns? Il a les cheveux roux ou il a les cheveux bruns? J? P: Il a les cheveux roux P très bien. Il a les cheveux blonds ou Il a les cheveux noirs? C? P: Il a les cheveux blonds B: très bien. Il a les cheveux blonds? Lève la main. Il a les cheveux blonds? L? P: Non, Il a les cheveux roux B: très bien. Il a les cheveux bruns? Lève la main. Il a les cheveux bruns? Oui? P: (not clear) B: Il a les cheveux noirs P: Il a les cheveux noirs B: Il a les cheveux noirs très bien. Alors comment est-il? comment est-il? comment est-il? T? P: the top? B: Sorry I was pointing at that one. P: Il a les cheveux bruns B: bruns. P: bruns B: Oui. très bien P: Il a les yeux bruns*. How do you say ?? (222) B: We'll try again. we'll do some (222)*

*Now. Il a les yeux bleus ou il a les yeux verts? Il a les yeux bleus ou il a les yeux verts? B.? P: (not very clear) B: très bien. Il a les yeux bruns ou il a les yeux bleus? Il a les yeux bruns ou il a les yeux bleus? G? P: Il a... il a les yeux... B: Il a les yeux P: Il a les yeux.. B: les yeux P: les yeux B: Il a les yeux bruns ou il a les yeux verts? Il a les yeux bruns ou il a les yeux verts? C? P: Il a les yeux verts B: très bien. Il a les yeux bruns ou il a les yeux (232)? Il a les yeux bruns ou il a les yeux () Oui. P: Il a les yeux (234) B: très bien. Il a les yeux (234). Il a les yeux bruns ou il a les yeux verts? B. P: Il a les yeux verts B: très bien. Il a les yeux (236)?. Il a les yeux (237) Levez la main. T? P: Non, il?*** bleus. B: Il a les yeux bleus P: Il a les yeux bleus. B: très bien. Il a les yeux bruns? Il a les yeux bruns? L? P: Non, il a les yeux verts B: très bien. Il a les yeux bruns? Levez la main. Il a les yeux bruns? P? P: Il a les yeux (244) B: très bien. Il a les yeux Il a les yeux bleus? C? P: No, il a les yeux verts, verts B: Verts. très bien. Alors. Comment est-elle? Comment est-elle? Levez la main. Comment est-elle? P? Comment est-il? Comment est-il, C? P: Il a les yeux verts. B: Oui P: Il a les cheveux roux B: très bien. Comment est- il? Levez la main. Comment est-il? B? P: Il a les yeux verts. B: Oui P: Il a les cheveux... B: cheveux ? P: Blondes B: très bien. Comment est-il? Levez la main. Comment est-il? L? P: Il a les yeux verts. Il a les cheveux roux B: très bien. Excellent. Comment est-elle? Comment est-elle? (silence) Comment est-elle? L? P: Elle a les cheveux blonds B: Oui P: Il.. B: Elle a..? B: Elle a ... elle a B elle a les yeux (266)? P: Elle a les yeux bruns. B: très bien. Elle a les yeux bruns.*

Eliciting from students

When we're talking about these pictures can you hear the difference? (269)? P: One is a girl and one is a boy B: Right. So what difference... there is a word I change when I am talking about these pictures and when I am talking about these pictures. What's the word that I change? G? P: *alle*? B: No, not quite. B? P: For the boy is *il* a B: *il* p: *il*, for the girls *elle* B: *Elle. très bien.* When I am talking about the boys I say *il*, when I am talking about the girls I say *elle*. This is something to just keep in your mind to actually (279)

Listening comprehension instructions

Now what I want to do now is I want you to (282???) if you've got, if you've got any coloured pencils P: yes? B: then get them out ... (296) if you've got any coloured pencils or pens then get them out (301) Shsss finally you should have out your rough books open, you should have some at least a pencil or a pen and if possible coloured pencils. If you haven't, don't worry. We are going to do a very quick listening. *Alors (311) Ecrivez les numeros 1 à 6.* Right numbers one to six. Leave space. When you write your numbers you are going to draw a face next to each number, all right? So that's what you have to remember to leave the space for. I am going to describe a face. while I describe the face you make a quick drawing of it. Now, I don't want works of art. I don't want you to say, it took me 5 minutes to do this face. Just quick. I am not going to test you on the faces, and how good they are artistically. So if I do a description, I'll say number one, I'll describe the face and you must very quickly draw the face I've described. Are you all ready? Class: NOoooo B: Ok 30 seconds. You've got 30 seconds to get every ready. 30 seconds. You've got 15 seconds now for (338) ready. Right. Shhhh. Quiet. We're starting now"

Listening comprehension

Numero 1: Elle a les cheveux noirs. Elle a les cheveux longs. Elle a les yeux bleus. I'll repeat that: Elle a les cheveux noirs Elle a les cheveux longs. Elle a les yeux bleus. (pause) Numero 2: Elle a les cheveux bruns. Elle a les cheveux courts. Elle a les yeux verts. Elle a les cheveux bruns. Elle a les cheveux courts. Elle a les yeux verts. (Pause) Numero 3: Elle a les cheveux longs. Elle a les cheveux longs. Elle a les yeux bleus. Elle a les cheveux longs. Elle a les yeux bleus. Numero 4: Il a les cheveux bruns. Il a les cheveux courts. Il a les yeux bruns. Il a les cheveux bruns. Il a les cheveux courts. Il a les yeux bruns.(pause) Numero 5: Il a les cheveux roux. Il a les cheveux courts. Il a les yeux verts. Il a les cheveux roux. Il a les cheveux

courts. Il a les yeux verts. (Pause) Numero 6: Il a les cheveux noirs. Il a les cheveux courts. Il a les yeux bruns. Il a les cheveux noirs. Il a les cheveux courts. Il a les yeux bruns. (pause) P: Miss, can you use (404) B: Well it doesn't matter, as long as you know what you are talking about...Do you know what you are talking about? P: yes, I do B: it doesn't matter, S. As long as you understand what the French is ...

Checking the activity on OHP

Shhh I am going to put the answers on here. This is what you should have drawn. You know what the colours are, anyway. Next to the pictures there are the sentences that I read out. So check and see if you get them most of them right. (pause) So just quickly have a look at that. (continues from Beth video: 27/2/91: side A: 081) Right (comments on colours) I know some of you haven't got any coloured pencils with you. I didn't tell you, so don't worry. It's not your fault. So as long as you know and you were understanding what I was saying...(92) Got all right? Is anybody who found it very, incredibly difficult? No. It was easy wasn't it? P: You only had to draw the faces and (95) B: That's right and you could then colour it. Right. (98) So, then all you need to do now is look at me. Close your books, put your pencils out .Right. *Ecoutez bien. Écoutez bien and Regardez bien. Je m'appelle madame S., j'habite à WG, j'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns. J'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns. What am I saying? What am I saying? Yes? P: (118) B: j'ai les yeux bruns. Oui. très bien. I am talking about myself. Alors. écoutez bien. L? comment es-tu? comment es-tu? P: je m'appelle L. B: Oui P: j'habite à C. ??? (123) B: No, talk about yourself, tell me about yourself P: I don't know what to say B: Ok I'll do another time. J'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns. J'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns. Comment es-tu?, L? P: J'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns B: très bien. J. comment es-tu? P: J'ai les cheveux bruns, j'ai les cheveux courts, j'ai les yeux bruns B: très bien. T. comment es-tu? P: J' habite Londres, en l'Angleterre B: Oui P: (145) B: j'ai.. P: is it j'ai les cheveux B: j'ai les cheveux ... P: j'ai les cheveux noirs, noirs, j' ai les cheveux... non.. B: Courts ou longs? P: ... courts B: Oui très bien. P: les yeux.. B: Les yeux P: les yeux * B: bruns P: bruns B: très bien. C. P: j'ai les cheveux (157) B: Oui P: j' ai les cheveux longs B: Oui P: J'ai les yeux bruns B: les yeux P: Les yeux * B: bruns. très bien. B. comment es-tu? comment es-tu? P: J'ai les cheveux bruns B: Oui P: J'ai les cheveux courts B: Oui P: not very clear. B: très bien. Excellent. What question am I asking? How am I asking the question?*

C? P:What I look like? B: Yes, how am I saying it in French? (pause) G? (pause) All right. Keep listening again. *Comment es-tu* B? *Comment es-tu*? P: *je m'appelle B. j'habite à H. j'ai les cheveux* (178), .. B: *les cheveux bruns, ou?* P: *j'ai les cheveux longs* B: *longs* P: *j'ai ..?* is it? B: *j'ai les yeux...* P: *j'ai les yeux bruns* B: So you were saying, *j'ai les cheveux bruns, j'ai les cheveux longs, j'ai les yeux bruns*. T. *comment es-tu*? P: *je...* B: what is the word that you've got prior(190) to start off the sentence when we're talking about ourselves? P: *je ...* B: *j'ai les cheveux ...* P: *j'ai les cheveux ..* (198) B: *Oui* (pause) *les cheveux courts* P: *les cheveux courts. J'ai les yeux..** B: *Excellent. très bien*. Who can tell me now how do start off, how do I ask people, what do I need to ask any question, C P: *Comment es tu?* B: *Comment es tu?... écoutez bien. Comment es-tu?* Class: *Comment es-tu?* B: *un (211) plus...* Louder Class: *Comment es-tu?* B: *très bien*. S. *Comment es-tu?* P: *Comment es-tu?* B: *très bien*. C. *Comment es-tu? Répétez* P: *Comment es-tu?* B: *très bien, C. Comment es-tu?* P: *Comment, comment es-tu?* B: *très bien, L Comment es-tu?* P: *Comment es-tu?* B: *très bien, Comment es-tu, C.?* P: *Je m'appelle C., j'habite à P., j'ai...* B: *J'ai les cheveux..* P: *J'ai les cheveux (228), j'ai les cheveux (229)* B: *Oui* P: *j'ai les..* B: *les yeux..* P: *hazel* B: *hazel? bruns. très bien.*

Conversations in pairs: instructions

What I want to do now is just do some conversations. *Nous allons travailler en paires. Nous allons travailler en paires*. I want you to ask questions. I want one person to say what you look like and I want the other person to answer. Right? So that's what I want you to do now. Five minutes. When you ask your partner a question and they'd replied, they ask you a question. If you have so much time, if you do it very quick, then you can move to ask somebody else. So what I want yo go round doing is practicing asking questions and giving answers about people's appearances. All right? Work in pairs.

Activity starts and R. goes round helping out

Side B (292)

Worksheet: instructions

B: Go back to your seats. You were doing that quite well, actually. What I want you to do now... what I want you to do now is to do some work on this piece of paper. What it is is six pictures of people. I've done the first one. I've coloured in the head and I've coloured in the eyes and I've written how that person describes

themselves. This person would say: *j'ai les cheveux noirs, et j'ai les cheveux courts. J'ai les yeux bruns*. What I want you to do is decide how to colour it. It's up to you. Decide how to colour their hair, how to colour their eyes, not all the same, thank you, T. (laughter) and then write how these people would describe themselves. Use number one as an example. I underlined *shh*, I've underlined the words that you would change. So I've underlined *noirs, j'ai les cheveux noirs*, so you change *noirs, j'ai les cheveux courts, J'ai les yeux bruns* P: what do we change? B: You change those, those are the words that should be changing with the colour. Right? So if you draw someone with *les cheveux blonds*, then you change it to ..., but you decide which colours to do. (347) ...It's up to you, S. you can decide whether you want to cut the sheet up. You can *shh*. You can keep this worksheet. You can stick it in your rough books.

Students do the activity, B continues clarifying for the class

B: Is there anybody, is there anybody who doesn't understand what they have to do? I want you to do at least numbers 2 and 3 now. All right? Do do at least 2 and 3. Colour them how you want. (453) Any colour you want, as long as you know how to say that in French. There are some people who have blue hair, there are some people who have green hair... pink...*rose*

(482) Wrapping up

B: Can you finish off the picture you're drawing, because we're going to stop this now. So quickly finish it off. You've got a minute. In a minute, I want you to close your books and tuck away your pencils. It doesn't mean the end of the lesson, it means the end of doing this. R Right, quiet. *Shh*. If you haven't finished it doesn't matter. Part of your homework is to finish this. So stop writing (502) Now There is homework for Monday. When you finish, close your books up (535) There is ten minutes left

(545) Simon Says: Instructions

What we are going to do now is a sort of game really. **Class** yes, yes...R: I can't remember if I've played this with you before or not. So what I want you to do is all stand up. Have I played with you this before? *Regardez bien, écoutez bien*. (pause) What I am going to do is hold up some cards, as I hold up the card I will describe what person I'm holding up. I'll describe something about them. So I might say *il a les cheveux noirs*. If I say that, then you must all repeat after me. So if I say the right thing you would repeat me. If I say *shh*, if I say *il a les*

cheveux roux, then there should be silence. All right? So, that's what it is. If someone makes a noise and there should be silence, if someone makes a noise when there should be silence, then they are out and I am going to try, but I've been very unsuccessful with this game, you are always too good and I never get anyone out. We'll have just a quick practice round. If I said *il a les cheveux bruns*, what would you do? Class: *il a les cheveux bruns* B: if I said *elle a les yeux verts* Class: silence B: very good. I am going to have a problem here. That's right, you don't say anything. *Alors, écoutez bien*. And try to get faster and faster. The other thing that I know that I have to keep an eye open for is people saying nothing ever (laughter) there is some people who just stand there and keep their mouths very shut thinking that I won't notice, but I will. All right, so if any thought of that.. *il a les cheveux roux*. Class: I B: *il a les cheveux roux* Class: *il a les cheveux roux* B: *Elle a les cheveux roux* Class: *elle a les cheveux roux* B: *Elle a les cheveux roux* Class: silence B: *Il a les yeux verts* Class: silence B: *Il a les yeux bleus* Class: *il a les yeux bleus* B: *Il a les yeux bruns* Class: silence B: *Elle a les yeux bruns* Class: *Elle a les yeux bruns* B: *Elle a les cheveux courts* Class: silence B: *Elle a les cheveux blonds* Class: *Elle a les cheveux blonds* B: *Elle a les yeux bleus* Class: *Elle a les yeux bleus* B: *Elle a les yeux bruns* Class: *Elle a les yeux bruns* B: Come on S. *Elle a les cheveux noirs* Class: *Elle a les cheveux noirs* B: *Elle a les cheveux noirs* Class: silence B: I am going to be.. I saw some mouths opened to begin to say something. *Elle a les cheveux blonds* Class: *Elle a les cheveux blonds*. B: *Il a les cheveux bruns* Class: *Il a les cheveux bruns* B: *Il a les cheveux bruns*. Class: silence B: *Il a les cheveux roux* Class: *il a les cheveux roux* B: *Il a les cheveux roux* Class: *Il a les cheveux roux* B: *Il a les yeux verts* Class: *Il a les yeux verts* B: *Il a les yeux verts* Class: silence B: This is no good. *Il a les yeux verts* Class: *il a les yeux verts* B: *Il a les yeux verts* P *il a...* (laughter) B: Ok Can you sit down G? B: *Elle a les yeux verts* Class: silence B: *Elle a les yeux bruns* Class: *Elle a les yeux bruns* B: *Elle a les cheveux blonds* Class: *Elle a les cheveux blonds* B: *Il a les cheveux blonds* Class: silence B: *Il a les cheveux bruns* Class: *Il a les cheveux bruns* B: *Il a les yeux verts* Class: *il a les yeux verts* B: *Il a les yeux verts* Class: silence B: *Il a les yeux* (618) Class: *Il a les yeux* (619) B: *Il a les cheveux noirs* Class: *Il a les cheveux noirs* B: *Il a les cheveux noirs* Class: silence (laughter) B: very good ... (622) B: *Il a les cheveux roux* Class: *il a les cheveux roux* B: *Il a les cheveux roux* Class: *il a les cheveux roux* B: *Il a les cheveux roux* Class: silence B: *Elle a les cheveux roux* Class: *Elle a les cheveux roux* B: *Elle a les yeux bleus* Class: silence B: *Elle a les yeux bleus* Class: *Elle a les yeux bleus* B: Right I am doing my best to get you out. I am going through this very quickly. *Elle a les cheveux blonds*. class: *Elle a les cheveux...* B: *Elle a les cheveux bleus* Class: *Elle a les cheveux bleu* B: *Il a les cheveux roux*. Class: *il a les cheveux roux*

B: *Elle a les cheveux roux* **Class:** silence **B:** *Il a les yeux verts* **Class:** **B:** *Il a les yeux verts* **B:** *Il a les yeux verts* **Class:** silence **B:** *Il a les yeux verts* **Class:** *Il a les yeux verts* **B:** *Il a les yeux verts* **Class:** silence **B:** *Il a les yeux bleus* **Class:** *Il a les yeux bleus* **B:** *Il a les yeux bruns* **Class:** *Il a les yeux bruns* **B:** *Elle a les cheveux roux* **Class:** *Elle a les cheveux roux* **B:** *Elle a les cheveux blonds* **Class:** *Elle a les cheveux blonds* **B:** *Il a les cheveux roux* **Class:** *Il a les cheveux roux* **B:** *Il a les cheveux roux.* **Class:** silence **B:** Ok one last time. **B:** *Elle a les cheveux bruns* **Class:** *Elle a les cheveux bruns* **B:** *Elle a les cheveux blonds* **Class:** *Elle a les cheveux blonds* **B:** *Il a les cheveux noirs* **Class:** *Il a les cheveux noirs* **B:** *Il a les cheveux noirs* **Class:** *Il a les cheveux noirs* **B:** *Il a les cheveux roux* **Class:** *Il a les cheveux roux* **B:** *Elle a les cheveux roux* **Class:** silence **B:** Right you all have done very well on that .

(659) Wrapping up lesson

What I want you to do now and until the end of the bell is to get yourself ready for going home, put the chairs on the table.

Post observation interview

(Recorded from memory, the same day, after I got home)

The interview after the class was not recorded. Flat batteries!!!! Basically she said that she was happy with the way things had gone, that she changed her lesson plan, she thought that the kids were doing fine with the worksheet and she thought that interrupting that activity did not feel Ok. She felt good about that change.

She found that the transition from describing somebody else to describing oneself was unnatural. Some other time she had done it there was somebody else with her in the class and both of them talked about themselves, but she thought that the kids had learned it. When I asked her when or how she knows when they've learned it, she said that in this activity, she knew because they were doing Ok with the worksheets. Yet she was also conscious of the differences among kids. There was a table where some of the girls had English as a SL and were finding it difficult. In contrast with these pupils there were other pupils in the class that had finished their worksheets. She feels that she should be preparing some other activities for the fast students, yet she hasn't gone round to doing it yet. This is something she feels she has to learn. She said how one of the girls had recently 'come out of herself' and R. felt pleased. She also said that she knows this class and by now she knows how they react and what their rhythms are.

She also commented on the game she played at the end of the lesson. She said that she had caught some of the girls not saying much.

SR: Interactive thinking on the first recorded lesson.

28, May, 91.

Student teachers were instructed to watch the video or listen to the cassette recordings and try to remember the thinking which was going on at the time they were teaching. The student was in full control of the video and time and she would only record things she decided to. Visually the whole thing looked like a complicated technological set up: we were both watching the video, but she was the only one who was connected to the sound track, so that the sound coming from the class would not interfere with the recording of the verbalization of her thoughts. She had a mike attached to her blouse for the recording.

(9) B: [laughter] if I am talking too loud would you tell me, because I can't hear.

(013) At this stage I am thinking in hindsight and looking round the class (pause) ... I think there are some people who aren't actually joining in and also it seems terribly boring [to you?] to me and [what gives you the impression that is boring?] it all seems so far away to the pupils and so repetitive and I mean they do seem sort of quite keen to answer but with a difficult class I just don't think this would keep their attention span (pause till 028)

(028) The other thing is that I don't quite know how much correction is actually going on to their answers (pause till 034)

(034) I changed my pronunciation as well which, you know, I should watch out for, I changed my elition...

I mean when you are actually doing this, you feel quite so lively but looking at it, it just looks rather boring to me

G: Ok so when you are actually talking about the boring stuff is... [yes, yes] I know it's difficult, because we should have done this activity immediately afterwards so that you could have fresh memories about what was going on in your head, so perhaps, if you could try and suspend the present and try to go back to that time...

B: Yes because at the time I felt quite satisfied, you know, I thought it was OK (pause)...

My visuals aren't very good, I can't hardly see them (pause till 052)

(052) also I get disappointed at the fact that I don't think I used enough my French, it makes me think that I need to concentrate more in the target language (pause till 56).

(056) The trouble is that you sometimes feel is that there is a certain amount that you have to get through and I just feel when I am going to do it and if you're bored, tough, you know, you know you have to get through a certain amount otherwise you cannot get to the next activity and I think that's, I mean, when I

watched this before I watched it on a recorder which shows time and how long you've been talking before and after about 15' I am surprised they are not climbing out the window (laughter) they would be in some schools, so I keep them shut (laughter). It is so difficult because, on the other hand, they seemed quite interested, you just wonder why, you know, I wouldn't know what keeps their interest at all, because it's so boring, but I don't know other way to do it. (pause till 071)

(071) It's like you have to look at it in two ways, you know, look at it from my point of view..., knowing what the language is and this is just very boring, but may be if it is new, then it's not as boring as it appears, and that's very difficult because I don't really know what it's like to have to learn, I think it is 4 or 5 words, I mean, I still part of me would think that it might be easier just to give them a list of vocabulary (laughter) I can't help thinking that. It'd save a lot of time [to do what?] I don't know, just to tell them this means such and such and swap them round to get different meanings, I don't know, it just takes a hell of a long time to get them to learn a few very simple phrases, and I just don't know if that's the most efficient way, if efficient if the right word, of teaching something [you mean what you are doing in the class?] yes, yes, what I am doing at the moment.

G: In terms of going back to that time, you were feeling quite pleased when you were doing this, when the class was actually going on, if we go back to then and see what kind of thinking was happening then?

B: The reason why I am pleased is because I am managing to follow the set pattern which I laid down as what they are going to learn from and they are fulfilling what I am expecting them to do, and they are managing to do that because at the end of the 15' or whatever it is, they are, on the whole, using the language in the appropriate context, and pointing to somebody with black hair and they are saying that they've got black hair. That's what my aim is, so I've fulfilled my aim (100) I am actually making linguistic mistakes... and I don't know whether that's because I am concentrating on other things, I am saying what does she look like and I am pointing to a man (laughter) [were you aware of that at the time?] yes because I changed it but I didn't say anything (laughter).

G: Something you may want to say something about is what you had planned, the idea of the lesson before hand and what actually happened in the classroom, whether that was very different or was exactly the same as planned.

B: I mean so far I am just going through the standard Q/A thing and it's going, I am progressing at the same time in a way I thought I would do and they are responding in the right way, whether that's real understanding or whether that's because they know what comes next, I don't know, I don't think it's internal.. (?) of the top of my head, until they're actually reproducing it themselves, I don't know whether they are just responding to questions and they know what to reply

whereas when they are actually doing it themselves you do feel that they're reacting to describing each, that kind of thing... and she speaks in English and I know that other people would think that that should be in French.

(125) I also have a very bad habit of mixing my French and my English and I think I have to be really careful about that and I should be doing that all the time, speaking in French.

G: Are you aware of when you use French and when you use English? Do you decide before hand when you are going to be using French or English (I had to repeat 3 times the question, she couldn't hear me)

B: Yes, when I want to clarify that they actually understand something I tend to use English and when I ask them to be aware of certain things, ask them what they have inferred, then I do it in English. That's not having ... I just feel happier talking in English and I don't know whether that's because of my French or because of their French.

G: Is this something that you've decided beforehand or when the situation arises it just comes naturally, do you have to think about it, and say Ok now I am going to be using French.

B: Yes, it's very much that my teaching of new language takes places obviously in the language, but if you set back (??145) and say this is what we are looking at and I would do it in English. I mean really I could have done all of this in French (pause) I am saying something in French here and then I clarify it in English I am not quite sure if I should do that.

G: Have you got any evidence that children do not understand something when you use French?

B: Just in French? No, except that people may say that I haven't given it, I haven't tried it out (pause).

(160) I use an awful lot of talk here to explain something fairly simple and I don't think that was necessary, but I sometimes find that I over explain things in order not to get blank faces, I think I am doing that here.

G: That's the kind of comments I am looking for [what kind of comments] that's what I am doing here, what I am trying to do here.

B: It's almost like if you are trying to avoid every possible misunderstanding and you sort of overdo it.

(173) I think you can, some thing that I am sort of aware of quite often, ... in this particular class where there are a couple of students who really I don't think they know what is going on and it becomes almost a conscious decision at, while I've done the best I can, I just got to carry on for the rest of the class and I know that sounds really harsh but I find it quite difficult providing something which is suitable for everybody.

(186) But certainly, I mean at that stage on the lesson I felt things were going to

plan, but whether that's just my lesson plan or their learning, I'd say it's my lesson plan, I was progressing through my lesson plan, I was keeping the time to the way I planned it

(196) On the other hand they are responding for the most part, I think correctly

(212) G: Do you remember what was going on through your mind when they were working?

B: I think I was quite pleased with myself, I think I felt that they seemed to understand what they were doing and the actual mechanism for checking that they had understood is not particularly good, because I expect them to mark it themselves and to tell me so it's not very precise how far they've got, a more precise way would be to test it and mark it myself (224??). I don't think you can always do that and because at the moment I am still trying to reinforce, I am not at a stage when I am trying to test them. The other thing is and this is really not a feeling that I would get when I was teaching but... looking back when I was watching at the video and the speed at which they seem to be doing the work was how easy, if they found it too easy and I've got such mixed feelings, on the one hand I think it is quite an interesting way of developing their listening skills and their understanding skills without having actually written it yet, you know they are still doing listening, but on the other part, I think is it going too slowly? you know, could you have got through more, I mean..., this is me saying how many have got it right, but in fact that becomes a fairly meaningless exercise because if some one says they got four, and don't then go and check, you know, I sort of pass on, and they could all have got one and talked they've got six and I wouldn't actually know apart of how they progress otherwise, you know, I might think that was strange (pause)

(253) (by this time) I was feeling sort of relaxed and I just felt I was following the lesson plan, I wasn't feeling, I was feeling fairly confident about that at this moment (pause)

(259) I mean this is fairly standard university bit of teaching coming up here, because I am changing from describing somebody else to describing myself and I found that a very unnatural move to make linguistically without saying now I am going to talk about this without resorting to English and I actually make and I make a mistake here, or allowed the pupils to make a mistake which at the time I just didn't pick up at all and that concerns me because it's always a part of the teaching which I find very difficult to make the transferring and... it's all in English now (laughter), you see, I think the danger of this is that they carry on the phrasal learning and they are not actually picking up the difference between *I have* and *she has*, (all they do) is just blend it into one phrase, which I presume is a communicative approach which (280??) is banded about quite a lot, but I think it can lead to later problems, because I think people don't learn to identify various parts of the phrase, they just identify the phrase, so they don't

know *j'ai* means I have, they just know that *j'ai le cheveux noir* is I've got black hair and I've got a lot of doubt about this. You see what happened in order to introduce I, I told them I am called, I live in W., and then I said I've got brown hair, so the focus on to what they were saying moved onto where they lived and what they were called, when in fact I just wanted them to say I've got black hair, or I've got brown hair or whatever and my automatic reaction would have just been say: "no just forget about that, just tell me about your appearance" but I felt no, you mustn't, I felt I shouldn't say that because it interrupts their flow, it means that I've got to go back into English, I mean I am not happy about the way that I've done this, but I don't know how else to do it, that's the problem, because that's the way I've been taught to do it but I don't know of any other ways apart from resorting to explanation which is structurally based not phrasal based and you know, I feel a bit programmed to do it the way I am doing it here (pause) so again here I am going into English to try and check that they are inferring the right thing from what I've been saying and they hadn't all got it (pause)

(327) You know I don't think when I saying (??) *comment est-tu?* that they are recognizing when I am saying *tu* and talking to you. I don't feel they are aware of that, I feel they are just hearing a phrase, a set of sounds and they are responding to that with the right phrases, I don't think that they really... People say that will come eventually, that sort of develops and that they learn, but I've got mixed feelings about that (pause)

(369) This is a new problem here, you know, I am concentrating on one person saying something and, I mean, let's face it, this is pretty boring for the rest of the class and I don't know if they are actually... from what that one person is saying (pause)

(387) I am taking in English here for an explanation of what they are about to go and do I really feel I should be doing this in French, but it's almost I can't be bothered because of the extra hassle that that would bring, you know the extra repetition and checking that people understand it, I know I shouldn't be like that but I am, the other thing I feel is that we're half way through the lesson now and it's still very teacher dominated work and they put up with it and they reacted very well, but because of the length of time spent on the presentation right at the beginning it means that you are just continually dominating, you have to get through a certain amount before you can let them go off and do things and that's way I think there might be a quicker way to introduce the information at the beginning to allow them to go off and do things, but you see still she hasn't got a clue of what's going on (laughter) but then she doesn't speak much English [are you talking to her in English now?] yes. The other thing actually was, this is an aside really, but I am realizing how careful I have to be with my body language when I am in a mixed school and I am watching myself here bending here on that

desk (laughter) and I am thinking I don't want this on tape, but quite honestly I would be able to do that in a mixed school, I don't think... I was watching and thinking, oh my God...

(438) Side B

They are actually all using, I mean at this stage I think that you're actually beginning to assess how much they are picking up although I don't, I am not, I only do it (??) consciously when I am walking round I am thinking, "Oh yes, they are getting with their work and they are doing all right", but I guess this is really when I am subconsciously assessing how much they've actually picked up. I'd like to think that if I was going round and they're all having problems, (interruption) that I'd do something about it, that I'd call them all back (pause)

(348) The other thing I've noticed is that there is this girl in this class who, or a couple than, whenever I introduce new work, and before they actually see it written down, because I've read it, because I written it, they write it out phonetically to then, then remember it, and they do it, a long time, quite soon after the initial oral presentation of the work and that makes me start to wonder why I've been taught to delay letting them see it written down, because personally I like seeing things written down, and you know they write these incredible sort of phonetics for alternatives of what I've been saying and it helps them, you know, and yet there is very much this sort of you must do, you listening, speaking, reading, writing I am someone who likes saying things written down and I don't know, I thought that was quite interesting when I saw that, you know, and at first, I mean, you know, I am so sort of programmed into that that I almost said "oh no don't write it down yet we are still at the oral stage" (laughter) which is like ludicrous, but I mean that's how strong the feeling is, you shouldn't be see it written down, if we haven't said it enough times - it's the two sitting on that table, actually-

(458) You know this is all happening in English, shameful, I think this should be in French, you know I sometimes feel I, again off the top of my head, that you teach in the way you'd liked to have been taught yourself and I wouldn't want to... somebody to speak at me in French, I'd like to have a French word and an English word, I'd like to be able to see things and, you know, the comparisons that you can make and fair enough you can't do the whole time, but I think sometimes we make it more difficult for them by insisting on this, this sort of very rigid target language, because the fact is that however much you say that you need total immersion you are unrealistic because their total, immersion is only for an hour anyway and then they are off speaking English

(470) You see now I am moving into reading, so this is the first time that they have actually seen it written down, they've already said the word several times

(pause) I'd rather link a word with something right from the beginning, so I can start linking how something might sound like something, but it's written down like that, but I am very much been taught to do it in a certain way and that doesn't allow, you know, that's just.. I'd be interested to know to what extent pupils were confused by seeing the word written at an early stage, teaching that has it (482??) would throw them completely, you know, they would be unable to continue, but I am not so sure. I think it would mean that they would get a longer... to get some, it sounds really traditional, doesn't it, I am ashamed of myself (laughter)

(490) I think she wants to go to the toilet

(500) I think the fact is, you know, that I learned French in a very, very traditional way and so it's very difficult to distance yourself from that kind of learning and my sort of learning was very much learning lists of vocabulary with English down one side and French down the other, now personally I find that a much easier way of learning something than the way they are doing it here, I think that by keeping things orally, you keep things a bit untenable, you can't really get hold of them, but again there are people here that have problems with their English, they have problems with their writing so...

(510) At this stage I am fairly pleased with myself, I am swaying around a bit and most of them seem to understand what they are meant to be doing and -oh, I didn't see that- (laughter) and they seem to sort of understand what I've been trying to tell them, but I've been now working for, I'd think, about 45' and that's a pretty long time (pause)

(522) And the other thing that was quite nice at this stage is that because of the worksheet they were all at liberty to colour people's head however they wanted, and so there was a certain amount of strain from the blonde and black and brown and pink and you know all that sort of stuff and I quite liked that because they were manipulating things outside of what we've been doing. That was something that I didn't even think () the idea wasn't that they might do that... pink and green hair and all that sort of thing, but that's something that I could have sort of worked on, we could have gone a bit further, actually, looking at other colours, I think

(533) G: Is that your lesson plan you are looking at?

B: Yes, taking a moment here just to check, I think that seeing this, how dominated, that's not the right word but I can't think of another, I am by the lesson plan and may be how I am assessing my success is how I progress through the lesson plan.

I find it quite difficult, because the more I look at it the more I can pick up faults, whereas during the lesson I felt it was, I actually felt quite depressed when I saw this for the first time, while actually during the lesson I felt I was doing OK

(laughter). It is very weird, because I certainly wasn't bored during the lesson, and then watching the lesson I was gripped with boredom (laughter) about how long it took to do something

I think there is a real danger of underestimating their capabilities and, you know, colouring up work and things like that, on one hand I think it's all great, and I can really support the theory of it but other part of me thinks, I don't know, that's not what I am used to, I wasn't taught like that (pause)

(567) There were also other things that I take for granted about their linguistic knowledge that I actually didn't point out to them during the lesson about the construction of their adjectives agreeing with subjects and things like that and I should have drawn their attention to that, there is such a, it's so strongly inbred into you, as a result of being here and because of the school I was in, that you don't over do the grammatical side of things. Personally I'd rather have a rule which tells you that there is more than one thing you put the s on the end of the adjective, personally that's what I like but there is very much, particularly at this school, they softly-softly approach to it and it is let the pupils infer it rather than you tell them... it's learning by your own discovering rather than having the teacher telling you, which just takes a lot longer (laughter). I am just so reactionary (laughter)

(593) I am always ready to tell them, when I tell them words is in French that I spell it like in French using the French alphabet and they never understand it, but that's one thing I am really... there is no point is telling *rose* and then go and tell r-o-s-e I don't see the point of it

(599) Most of them managed to do this work quite successfully and seem to sort of understood and they are saying what we are asking them to do, what I am asking them to do

(603) I am checking my lesson plan again, probably to see what time I need to pack them up and do something else

(612) The difference is that very often I think that language can be seen as (??) means of communication but as a sort of formulae: you fit in the right word with the right ..., and I think it depends whether you see it as a formula where you sort of transfer words and things like that or as something that you use to communicate with somebody, and, I mean, this is so very much I am trying to see it as a way of communicating whereas sometimes I think it is easier to see it as a sort of... as rules really, I mean, I think that can sometimes make learning a lot easier because you can apply the rules to a lot of different circumstances whereas a communicative approach I think you can get stuck just at what you've been taught, I think purely communicative means you can't move on to things you haven't met before, I think. I am saying this and I am thinking, "oh my God, I am the only person who has thoughts like these", you know, it seems like really appalling

(632) But on the other hand they were really motivated, I don't think they are too bored, they seem to be doing their work.

(648) I am quite or I used to be quite into giving them learning homework, because I don't think you can pretend that you learn all this by osmosis because I think you actually have to make an active, you know, I think your learning has to be active rather than passive, I mean if you are in a foreign country then maybe you can be more passive about it, but I think you actually have to make an active effort to sit down and learn how to spell things, I don't think there can be a choice in that and I think they should be given enough opportunity to do that. I mean another question here is that do they actually know what I mean when I say sit down and learn it? I've tried to define it: Learn it is that you can spell it, learn it is that you can write it. But I think that's something, you know, I want them to do, you can't just do it for the lesson and think it's in there, I think you have actually to sit and (pause)

(668) This is my sort of end of lesson treat for them, because I think we are going to do a game and I quite like to finish off things like this, I also quite like this because they're actually physically active, they all stand up and I think they enjoy it, I mean, they seem to.

(690) This is actually going back to the beginning of the lesson when I asked them to link a visual with a phrase and I actually do the same now, so it's really checking back, I mean the game has got a lot of faults because it's easy to skive out of this game and not do anything at all but for what is worth, you know, I think this is a fine way of summarizing what you've done.

(721) I mean at the very least, I think they recognized the words, the adjectives, how much they understood how each phrase was made up I have my doubts, I really have my doubts, whether they can identify the *il* and the *elle* and the *a* and the... as well, I don't know.

(758) I mean they seem to be self-enjoying it, because they are still concentrating, I mean, for what I can remember it's time to go home now and they do seem to be interested in it, so if that's a reasonable sign of whether you had a successful lesson, then I'd say that's OK, but I am starting off with very motivated and enthusiastic students... I really enjoy teaching them... they start to pack up.

(791) I mean I think they've taken away some knowledge (laughter) that's all I can say, I think they have taken away some knowledge and I think they've learned it in what seems to be seen in a lot of places as the right way, they've learned it using the right sequence of skills, what I've been told is the right sequence of skills, and they've done a variety of different activities to reinforce the new language they have learned, the question is whether these nice ways of learning it could actually be done in a less nice way, but in a quicker way, and you'd be able

to push them further, but that I know that would only be for a certain amount of them, that you would be able to use that.

SR: Beth's own description of teaching activity (first lesson)

31. may. 91

B: Ok what we are doing here is the usual [university] Q/A series and I'm, what I am actually doing is I am revising, we're consolidating something that we've done in the lesson before, which was the colour of these women's eyes, the colour of their hair and it's consolidating that so I'm going through the initial Q/A thing quite quickly because they should know it, they do know it but they are not saying it very well (pause)

(019) so what I am doing now is just stages of these target Q/A and what I am doing at the moment is I'm giving them the wrong statement about the description and I am expecting them to give me a correct statement back, I say something and they say "no, bla, bla, bla"... it's not very authentic, but there you go, I've now moved on to the target question and which is "what does she look like?" and they are meant to say "she's got, for instance, brown hair and brown eyes" so that's the target question, hoping to get the target answer, which basically when they get to this stage, they are meant to be proof that they can do it, so they are producing the whole phrase, they are not actually just imitating what I've just said to them

(036) This is what I shouldn't be doing, really, what I am doing now is I'm checking with them in English that they understand exactly what I am talking about

(040) I am overdoing the praise, really, even if what they are saying is rubbish I am saying it's good (laughter)

(043) And now I've started to use pictures of supposed to be male faces and I am hoping that they'll say *il*, rather than *elle*, so we are doing the same basic vocabulary for describing the hair and the eyes (laughter) they are using *il* (pause)

(052) And the class are answering quite well, they seem to know what is going on, I don't know how they can see from the back of the class, but there you go (pause)

(058) I think some of them aren't concentrating, so I am starting to pick on people here and I am just noticing the table that they don't say anything, which is why I've warned them about start picking on them, because they've been idle... (laughter) what's she doing? (pause)

(071) So I've done a quick going through this target, the question and answer thing with this lot and now I've moved, I'm already onto the target question, so

I'm hoping that they'd transfer their knowledge from what they used when they were talking about the previous four women and transfer their knowledge now that they are talking about the four men, so the only change they've got to introduce is *elle* or *il* (pause)

(077) Some of them being awkward there and talking to me in English and saying that they didn't understand, so I'm going back again to doing some practice... She is stumbling a bit with pronunciation with *les jeux* (pause)

(088) now, we've moved on to the sort of penultimate Q/A stage and they repeat (??) there, someone has just said *il a les yeux bleu*, so I've just tried to correct there, but they are obviously not hearing *les* and *bleu*, which they've done again, it's grey and *griss* (?)... she got it, mind you... I've just made a mistake: I've said what does she look like, pointing to a man, I've corrected myself (laughter) (pause)

(103) so I'm expecting that, when when I ask what somebody looks like I am expecting them to make two statements, one about their hair, and one about their eyes and the colour (pause)

(107) now I am going back again, I am hopefully going to do a sort of quick revision through all of them and hoping that they will be able to switch between *elle* and *il* (pause)

(112) she wasn't able to answer the question, so I've gone back into suggesting incorrect alternatives to see if she could use that to give me the correct, the correct answer... Now I am checking to see if they've realized that we're saying *il* and that we're saying *elle* and I'm asking what they've inferred from that, so I've said, what's the word that we are changing, they haven't got it right (laughter), well, she has.

(124) having done the Q/A thing I am now going to move on to see if they can, it's a sort of listening test which involves them understanding what I'm saying and making a drawing of what I'm saying to show that they've understood.

(131) this usually takes them an age to get organised ... telling somebody offs... she was actually being sillier than I realised, looking at the video I can see that she was, I thought she was genuinely looking at the locker, but I now think she wasn't, she was being stupid... now they are making a fuss about instructions and what they are meant to be doing and they are discussing what they should be doing, so I am going over again, I am telling again what they should have ready at this moment in time, they haven't got it, though (pause)

(149) I am telling them in French what they are going to be doing ... now I've gone into explaining in English, which I supposed I shouldn't really have done, but that's what I've done, but that's what I did... so I'm still saying exactly what they're going to have to do and I'm telling them what I don't want them to do... I am trying to preempt any stupid questions that I should really get, anyway, but... as

usual I asked them if they are ready and there is a chorus of them saying "no" and so I've given them 30" to get everything ready, and then I lie, anyway, and tell them that 15" have gone already (laughter) and they don't notice (laughter), no I'm telling them we're starting (laughter) (pause)

(175) so I've started reading out these brief descriptions of the faces I want them to do and I'm saying each one twice, and they seem to be getting on with it, a bit sighing going on but, but in fact they are almost silent, very quiet (pause)... I'm looking out the window (laughter)... I'm telling some of them to keep quiet (pause)

(195) I'm laughing because some of them are cheating [how?] I think they're copying of each other, so I've made a comment on this, "there is some cheating going on here"... I don't want to make a big thing out of it, but I want them to know that I know that's going on, I mean, quite honestly it didn't matter a bit but just that they don't think that I'm looking out the window (laughter) [are they supposed to do this activity on their own?] yes, it's supposed to be individual work, not joint effort, I mean if they were continuously doing it, I'd do something about it, but I prefer just to let them know that I'm aware of what's going on. I mean let's face it, if they really want to cheat, they can cheat, I mean there is not a lot, unless you separate them all, have them on separate desks, so you know ... some of them making a fuss about red and orange hair, because they don't have the right coloured pen, and I'm telling that it doesn't matter anyway (laughter) as long as she knows what I'm talking about, now I'm telling them to be quiet so that we can go through the answers on the board (pause)

(225) I'm explaining how the answers are set out, see if they've got things right, I'm explaining what it's going to look like and there it is ... General uproar round the class because they haven't got it right probably. I am giving them a few minutes, just to check it themselves and then I'm going through it, muttering going on around the class, ... they're complaining about my felt pen colours, I tell them tough, I know that, I mean, (laughter) this shouldn't, I'd hate this tape fall into the wrong hands with me going on... I'm emphasizing of the importance that they understand what I said, I'm finding out who's got them all right and I'm finding out if anyone is finding it difficult, and no one is admitting it, anyway.

(250) so, now we've gone into another activity, so what I've given them to do is using sort of French instructions, getting them into close their books, put their pens down, just get them ready for just concentrating in what they are about to hear, I don't want them flicking through books and things like that, so, and I do tend to, with something like, that to wait until everyone is ready, you know, because otherwise they'll just be fuffing about, so what I'm trying to do now is transfer from their describing somebody else to describing themselves, so I'm describing myself, well my hair and my eyes, anyway... I'm checking whether

they know what I'm saying... I have to repeat it again because they haven't caught on to the *je* bit... I quite often use her to start things off because she, her dad is a French teacher (laughter) and she is quite good at French and so it's quite useful, starting off having someone in the classroom who can do it and so I, there is a table of brain boxes that I sometimes use to get things going... they all seem to be quite interested about this, turning round to have a good look and finding out what's going on.

(292) she is getting muddled up there, she is combining *elle á* with *j'ai*, so she said *elle a, j'ai*, now she's getting it right, no, she's getting confused, so I've asked her ?? (299) trying to encourage her... she is quite a good indicator of how things go, I mean, because she's brightish and so I'd say she is finding it difficult, then a lot of the others are finding it difficult as well... she's got it, straight off, she's doing very well.

(309) I am picking on people at this stage, I'm not having any hands going up, because what I'm trying to do is get a few people who have said it right in the class, so that the others can hear, because at the moment it is quite often in the class that they are often listening to each other... I'm having to prompt quite a bit here... now I'm checking in English to see they know what they are saying, again I don't think I should really be doing this... now they can tell me what they're saying (laughter) so I'm going to do it a bit more (laughter) Dear God!! (pause)

(332) I should have done class repetition with this, they are not saying it very well. (pause)

(340) I've picked on someone who can't do it now... so I'm encouraging her a bit, it's taking a long time, though, ... we're going into deep water here, because she can't do it, whether I should have moved on here, I don't know... so I'm giving them alternatives to try and ease the situation, so that she's got something to imitate, rather than just produce... I said *excellent*, but it wasn't really. (laughter)

(353) I'm again asking them going back to see, asking them the same question and they've picked up it now, or one of them had, anyway.

(358) Maybe I've realized at this stage that their pronunciation at this stage isn't... they haven't come to grips with it, so I've done, I'm doing a bit of choral repetition with the question, I think it is an easish way of to say, and I'm going round picking on people and getting them to repeat things, I'm trying to speed up a bit because this is very slow. (pause)

(384) What I'm getting them to do now is instead of doing things with me, sort of dominating, I'm trying to get off and do some pair work on their own, asking each other what they look like... the trouble is that in that class there wasn't much practice to say I've got blonde hair (laughter) but... so I'm telling them that I want them to sort of go round the class and practice the questions and the answers

that we've just been practicing and a few have just begun to ask me again what is the question that we need to use, so I repeat it for them and they repeat it back to me... a lot of noise... some of them said they didn't know how to do it and I've told them that they've got to try and I think they manage to do it, it's just confidence... things have sort of started, so I immediately I've been drawn over to two pupils who have got some problems and so I'm working with them for a bit (laughter) I'm not saying this on the tape. (pause)

(425) G: What kind of work are you doing there?

I'm really trying to get them to practice saying things, so what I'm doing with them is really repeating what we've just done within the classroom situation and I was working with them to try and give them a bit more of individual support, I mean they do need a lot of attention and they seemed to be picking that up, actually, they look like it, any way, but I've now gone to the back table again, pupils are sort of lacking in confidence and I'm really just checking that they are saying the right things to each other, is more like prompting, you know, if they are, I mean...

(Side B)

I think that's what it is, you're just giving them sort of confidence, you are sort of going and checking up and they are sort of saying things and you are saying, you know, that's right

(445) I've gone back to the same pair that I started off with and they are obviously having problems with it, in theory I could sit down for twenty minutes and do work with them, but I mean, it's not possible, so it's a matter of checking back to them more than I would do, see I'm looking round again seeing, I've shoved to some one else now, how satisfactory that's for them?, I don't know, I've gone off now to check that what we are meant to be doing for the rest of the lesson and then there are two girls who've been silly now, so I'm checking what they are off to do now, and they are giving me a reasonable, so what they are off doing is they are going to ask everyone else what colour hair they've got (laughter)... what I'm trying to do is to at least go to every group once and find out what's going on and sort of getting them on the right trail, on the right track, rather, if they are, then I tend to leave them to it, you know, if I hear that they are saying the right thing ... really, I should have asked them to do a survey because at the moment they are just asking two or three people and they would have got more practice, it would have been more realistic if they could, if I had said to them ask ten people, and then make a note of it, done graphs or something like that, because I've done that with another, asking people about pets, so I think I'll do that next time, actually, because I was confident enough with the class to do that.

(467) what some of them are doing here is that they are asking me to, they are extending their knowledge beyond just what colour hair they've got and they're asking 'how do you say quite long, how do you say quite short, how do you say dark brown hair', they are asking me things like that, so they are wanting to move on more than the basics which is good, and this one here has decided to ask me what I look like.

(472) I've gone back again to these two, they're not, it looks as if I was telling them off there... so I've decided that that is enough, so I'm getting everyone back in their places, because some had decided to go and ask some of their friends, so I'm getting them quiet again... telling them how well they've done in their work, getting everyone to sit down

(479) Now we've done a bit of oral practice, now we're going to do some reading and some writing... they are quite quiet, I am going through the worksheet, showing them how it works, and showing them how I've done one example for them (pause)

(487) What I'm telling them, what they've got to do is they've got to colour in the worksheet, colouring people's eyes and people's hair and then say how that person would describe themselves and I've heard ones of the girls saying that she's going to do them all the same (laughter) so what I've just said is "no, D, we are not going to do them all the same", or some thing like that, there was a bit of laughter about that... someone has asked me how they change what I've written to be applicable, so I'm explaining that.

(501) as I'm giving instructions every so often I am throwing out a few names for people to keep quiet... having given out my instructions, now I'm asking if there is anybody who doesn't understand and I'm telling them what the minimum is that I expect them to do in the lesson, that everyone has to do... I've been asked to go over to one of the same tables again because they don't understand what's happening ... then I start wandering round, check everyone, I think when I start wandering round I am checking two things: first that they are actually starting to do some work and second that they are actually doing the work in the right way... Again I wasn't aware of this when I was doing the teaching, but it's very much confirming what, they want you to confirm the whole time if they've got it right, because on the whole, you know, they do understand what you do, but it's as if you need to reassure them, but then this is the first, I think it's the nature of the year, first years ..

(521) Oh a bit of fighting going on here, I wasn't aware of this, pencils and pens fight, snacking of hands, I'm totally oblivious to this... I've decided to get on with the clearing of the classroom, so that I can go home straight afterwards, and

(525) then I'm called up, the same table, see if they are doing it right, this is a case for differentiated work, I mean they could be doing something easier, they

really need doing a much easier worksheet that all of the others but I don't have time, well I didn't, that would be the ideal. (pause)

(542) I am again there, I am presuming that they are getting on with their work and I'm back, fiddling with my blue-tack and reading my lesson plan... laughing, I don't know why... I'm obviously tired of this game, I mean, I'm able, I was able with this class to sort of turn my back for a while and I've realized that with a lot of other classes I won't be able to do that

(551) I am wondering round, checking what they are doing, again if you made a count of how many times I go to that table, compared to the rest it's much higher, which is for me fair enough, but, they are trying to get help of me, to give them ideas and I'm refusing, so they are giggling about it all [what kind of ideas] I think they are trying to make me do their work for them... it's very difficult because I'm trying to give them attention but at the same time I know I have to keep looking round the classroom, you know, I can see my eyes darting around there, when I was watching these videos, I was amazed how much I was on the move the whole time, and I am not aware of it at the time, but I am not very static, I mean, I do, I check, I have a look around the room, I am still with the same table... I find it very awkward actually when I'm trying to explain something to somebody because you don't feel you're giving them your full attention because you are so, squatting down next to them or whatever but at the same time you are having to keep an eye about what's happening else where and this is a well-behaved class, you know, who'd probably doing their work

(573) I mean they are having problems with coping... back to my tiding up (laughter) Oh my God! hands going up, the same table again, but I haven't seen her, obviously trying to ignore it till it was down again, I've seen it again, so, back to the same table... as far as I'm aware the rest of the class are getting on with this correctly and now I am not tiding on my things, I'm giving almost all my attention to this table,... now I am doing a sort of general touring inspection, back again to the same table, and I go back to another table who tend to be a bit lazy, I'm laughing at their work, I don't know, it doesn't seem to be wrong but they are doing funny colours, but they've obviously got the idea, now I'm back ... refusing another request to go to the toilet, back to the table again... someone's started winning miss, I'm not quite sure where it's coming from but I could hear someone saying miss... I don't know how obvious it is to the rest of the class that I'm spending so much time with that table, I don't know if they are aware of it, but someone to get my attention had come over to the table, so may be they are,... and she's been checking about her work and I've told her what other people have done so, some one has asked me another word that I hadn't told them how to say, so I'm telling them that ... it's incredible, isn't it? back again to the same table, you know? I wasn't aware of the amount of time I spent... now I've wondered off to the other side of the class, I mean I haven't even seen any of their work up to now,

because I've been concentrating on the others, checking through what she's done... back again to the same table, I don't even know what for, I can't tell... checking my plan, obviously deciding to wind up this particular activity ... having a look at someone's work, saying it was Ok, no problem... now I'm off to the other side of the classroom, there is a table there who haven't had one visit and there is another table who's had about, I'd say, 50% of my time, a lot more than [doing this particular activity?] yes

(631) I'm stopping their work now, telling them to finish it off, giving them time, they've got a minute to get everything packed, reminding them that even if I've asked them to pack their books, that doesn't mean the end of the lesson... back again to the same table... explaining to them, I heard someone shouting miss, so I'm off somewhere else... she's done hair that is more than one colour, so she's just checking that she's put it right... off to another table, reinforcing my instructions that they have to pack up... I've only been to that table once in that activity... oh, some snatching going on ... telling again to stop writing, that they seem to be doing... I'm just standing, waiting (??) making sure of their homework, bad piece of progress on my part, telling them to put their pencils away and now I'm telling them about their homework (laughter) I do that often, that sort of thing, I say clear everything up and then five minutes later, but don't clear your homework books

(667) what I've just done is sort of clarified that what I've written on the board is their homework, in hindsight I should really be doing that, if there are problems, I should be doing that to the whole class, I've just told somebody off, I don't know what they've done, but I just... I find some of the questions quite unbelievable, very, I don't know, I can't even describe what they are, I've obviously been asked here a few times when their homework is for, so I made a general announcement, because I think, it was for the mutter in the classroom, when it was for, they are all asking me if they have to learn it for a test, so I say it depends on what sort of mood I am in (laughter)... I've spied that some of them have packed up their bags, so I've just said I never told you to pack up ... I'm just told them that they aren't going early, I don't know why, I may be thought they'd run out of the door or something... I've told them they are going to play a game, so they are all going excited about it...

(696) they don't know yet what they've got to do in this game, so I've got them standing up and they are sort of waiting and see what's going to happen, they are being a bit noisy, so I'm just waiting for them to be quiet... I am explaining what they've got to do, and they are saying "oh yes, it sounds like simple Simon" or whatever, I think they've sort of caught on to the kind of game that it is. I am telling them how they get out, I am telling them that I'm trying to get them all out..., having a practice to check that they know what I am actually talking about

... and I'm telling them that I don't want any sort of cheating and I'm saying how I know they can cheat in this game, I am telling them that if I catch them doing that they are going to be out, so I say "don't think you can get away with that", of course they can but (pause)

(738) they are sort of muttering and mumbling a bit but... I'm telling that I can see people sort of cheating and I've got my eyes open for it ... I am saying how good they are because I haven't managed to get any of them out yet and I've just got someone out, so we're having a good laugh about that... got someone out again, they are doing this quite well, they are concentrating, mainly because they are standing up, I don't know, it makes it a bit different, it makes it a bit more out of the ordinary, from just them [being] slumped over (??) their desks

(785) Could you explain this activity a little bit, in terms of the students and in terms of you?

B: Right, what I'm trying to do is, you know, I'm holding out these flash cards and I'm making statements and some are correct about the picture and some are incorrect statements, and if I make a correct statement they have to repeat what I've said, if I make an incorrect statement then they have to stay silent and the trick is to keep doing it as quickly as possible, I mean it's not a sort of major learning thing, but I think it does reinforce the phrases we've been doing during the lesson and I sort of actually make it into a thing when I'm trying to catch them out and how well they can do against me and I usually don't get many people out, the only thing they have to do is that it's just possible for them not to say anything, so I've warned them about that, but it's a kind of game, but at the same time is a choral repetition in it, I mean it's not choral repetition which I'd correct, I mean it's just choral repetition, but I've found that it works quite well, it works best with numbers, not with phrases, actually or things like that, with individual items of vocabulary, not with a whole phrase, but ... I just find it quite a successful way for sort of 5 minutes at the end of the lesson, because they sort of like trying to beat me and so I've used it quite a few times, really, with different years, in fact, it's quite fun. OK

(820) G: How was this time different from last times when we were trying to record what you were thinking?

B: I find it much easier talking what's happening, I found talking about what I was thinking very difficult and it had happened quite a while ago, I mean I find it quite difficult to record what I'm actually thinking in the class, because unless there is a sort of disaster may be I don't think very much, I don't know it's very difficult to isolate what I was thinking because a lot of the time I am thinking aloud things like "right, we've got 5 more minutes, and then we've got some more minutes and then we've got to do something else" I don't know how much really productive thinking goes on [what do you mean productive?] well how much in-depth thinking about sort of how many of this lot are having problems with it, how

many aren't, I don't think I really think enough about that, I'm really just thinking, are there any major problems which would affect the whole of the class, so, for instance, if I had just gone with that lesson that I've just watched, if I'd just gone on the way in that table (??), you know, how they've approached it, I would have had to take a lot longer doing something, so I think, I suppose it's a general feeling, but it's not really of a very conscious sort and there is also the idea of how much you think you want to get through in that lesson and unless I had the situation where none of the class have a clue of what I was going on about I think I tend to just keep going, which I suppose it's not the right thing to do, but [describing the lesson now did you realize of things that you were not aware of before?] yes I wasn't aware of how much attention I paid to a particular group and really what, I mean I suppose for it was the second term I was teaching them, my preconceived ideas about who would and wouldn't be able to do something and there are some tables who I would really let them, get on with it, because I thought they would be able to do it and, I mean, whether or not they are correct preconceptions, I had them, whereas some I just expect, I expect them to find things more difficult than the others and I hadn't realized how little time I give to some of the others, I mean I try to get round the whole classroom, but on that particular activity ...

SR: Beth's reflective thoughts on her first lesson

The instructions were that she should decide when the end of each activity was, the name of the activity and how they'd relate that to what they think about language, language learning and language teaching and Teacher Education

B: They've just been doing a, well I've really just been doing a Q/A session and so I was introducing the description of people, and I was doing it with graded questions for each, well for the characteristics that I wanted them to be able to describe and that's it.

So the activity is really just using visual aids and I'm asking the class to use the visual aids to sort of certain sort of phrases and to change them obviously on the visual aid.

As far as teaching of the language goes, I mean that is the initial stage that we've been taught which is the sort of presentation level, so that's how you would use it to introduce new material, new phrases, really and you might use it at the later stage but in a more concise form for sort of revision, to check up on it, but at this stage I'm using this as an introduction of the language that I want them to use the rest of the lesson, the rest of that stage, as far as what I've learned [in terms of what the students learned, first] in this specific example they are learning

how to describe people and they are learning what factors made the language change [and how are they learning it?] they are learning it by hearing me saying it and then what happens is that I'm saying less and less and they say more and more, so they start off with just me producing it and they imitate what I've said, then I'm producing it and they are reproducing it and then I'm producing something and they have to reproduce something slightly different, but still have just heard me forming the question and then eventually they don't hear me saying anything, and they produce the whole thing [now, the language, what kind of language are you using?] what do you mean what kind of language? [is the emphasis on communication, is it on the grammar, lexis...] right, it's really a combination, actually in this particular situation because they are learning to describe somebody and that involves learning new words, that involves fitting those words into the structure, I suppose it's, I'm not sure if you would describe it as communicative, it's not as obviously communicative as ordering something on a cafe, it's communicative on the level that it allows you to describe something but I'm not sure about that. And it also teaches you things which are obviously applicable so they are learning colours which would be applicable to something else. That's it [and in terms of you learning?] what I've learned by sort of seeing it? Again, it's not that I've learned something specific to that particular subject, it's more the ability to look back and see how you could have improved the presentation. So you could have improved the use of target language! There was one bit where somebody obviously said in English, "what do you say for eyes" and I think that threw me a bit and started to make me concerned that perhaps everyone had found it difficult, and because of that I took a step back and started something again; now whether I should have done that, because one pupil who happens to be very assertive didn't understand something, you know, I'm not sure but... I can't think of any thing else, actually

(052) In the second stage, I'm still using the same vocabulary, but what I'm not, I'm not actually producing it orally now, what I'm doing is I, and this is really like a dictation under a different disguise, what I'm asking them to do is listen to what I'm saying and use the knowledge that they've learned in the first part of the lesson to make a picture, to make their own picture according to what I've just said, so what I hope they are learning to do is to almost create their own visual aids, rather than use the visual aids that I've provided for them earlier, then now listening to me describe somebody and then making the picture to go with it, whereas beforehand I was providing both, now I'm I'm providing the words and they are providing the sort of visual, so I'm hoping that they are linking up the sounds and the words of what I'm saying with the colours that they are going to provide, so the language is the same, it's the same phrases and the same vocabulary that I've been using earlier, so then looking at what I've learned there, again it's very much specific to this particular sort of example, and it goes

back, you know to having clear visuals, and I think I over complicated things may be there and I'm not sure that they can all see them and that's all I can say, I think it gives them a bit of a change from just looking at my visuals and I think it's quite good to let them listen to something and then they provide the answers in a different way, apart from just orally providing answers [so that has to do with the way you think they are learning] I suppose so, yes, it must be, yes, it's almost as if you provide a whole block of information with this visual or whether it's oral and then you gradually take bits of it away, this is very much of the top of my head, until eventually, so they provide more and more and you provide less and less, does it make sense? [does it make sense to you?] I think so, but I'm just talking, you know, like off the top of my head.

(083) Right, the next stage here is that having used the new language to describe what, to understand descriptions of images I provided, now they are moving on and they are making a transfer to describe themselves and the rationale behind this is that in order to introduce a wide enough variety of vocabulary it's easier to introduce things as in there, "he is like that" "she is like this" and then having introduced sufficient language by doing that, you then make the transfer and so each one describes themselves, so they can then say "I'm like this or I'm like that" and I think this is something particularly difficult to introduce and without going into a long explanation about it I think it's quite difficult making the change going from say *il* or *elle* to go into *jai*, so what the students are learning to do is use the language they've learned, they've learned how to describe pictures, now they learn how to describe themselves by using the same language [do you want to call this activity into an specific way?] sort of talking about themselves, so they are talking about themselves, they've learned to describe other people and now they are going to learn how to describe themselves and so the way in which I try to make the change was that I'd initially been pointing at things on the board, and saying "he is this and he is that" and now I and then in this situation I've said "I have got brown hair and brown eyes", I changed it in that way, and in this particular bit I changed. In order to get them to understand that I was now talking about myself, I told them what my name was, I told them where I lived and that became actually a bit of a mistake because they started responding to my question that was specifically about appearances by also telling me where they lived or what their name was because that's what I've done, and that was a problem, that I'm still not sure how to get round it, maybe I wasn't confident enough in their ability to understand that I was just talking about myself by saying *jai* and I shouldn't have gone on about where I lived, but at the time I thought it was a way of helping them to realize that I was talking about myself and I mean, the theory is that you start talking about other people first because you can provide that much more variety than they would be likely to get and you can't, you can only

describe yourself in one way, it becomes unrealistic to say "I've got blond hair and blue eyes" if you haven't, so I think that's the theory behind it that you start off talking about others and then make it more specific about yourself, that's it, ... that was some thing that I still find it difficult and I'm unsure about the best way to do it, I think I did it wrong there.

(124) This is a very short stage and when they were describing themselves they were responding to me asking what they looked like and what I wanted them to do was actually learn how to ask the questions themselves, so they've been responding to the questions, and I presume they've been understanding what I was saying and now the situation is that I want them to, I want them to work in pairs and in order to do that I want them to ask the question, to be able to ask the question and respond to the question, now the way I did it here was to draw their attention to the way I've been asking the question and see if they could remember that and again only sort of fairly, I mean reasonably successful, I don't know how much they've been responding to the questions simply because they know what we've been discussing before, so I think some times they don't listen to the question, they just know that at the moment we're talking about "you've got brown hair" or whatever and the question rather goes above their heads because I found there that although they've been responding when I'm asking them "*comme-est tou?*" they couldn't produce it themselves [they couldn't produce the question?] no, they couldn't produce the question themselves and so I was doing some choral repetition to drum it into them of how to say that. How much of that is something which is 100% necessary, that they'd want to say "what do you look like" or whether not, I'm not sure at all, it's difficult to know whether learning that sort of language, if you do it simply to allow the next stage that you've decided that you are going to have to allow it to take place because then what I do is I have them really asking their friends "what do you look like?" and their friends reply "I've got brown hair", so I'm not, I'm not really sure about that and... it could be said that, you know, you fit the language to go with the activity you've decided you are going to do (laughter), I'm not sure, so literally what they were trying to do there was rather than responding to me asking the question, they were learning to put the question and responding to their friends, so they're now, basically I'm withdrawing a little bit, and I'm allowing them to get on with something themselves, working in pairs. As far as what they've learned from that is I'm not sure it's a 100%, I'm not sure that they've been, that I taught them that because they need to know it and, may be, as I've said, it's to fit in with the activity I wanted them to do, but on the other hand, again, I wouldn't, yes, I think I'd do it again, but I'm not convinced, I mean it's very difficult to always justify every piece of language that you teach them in a, to justify it in a totally practical way, that's is [so, if you do not justify it in a practical way, how do you justify it?] I justify it as a means of allowing them to

continue practicing the answer, I mean it's all very contrived, isn't it "what do you look like", you know, if you are going to start going too pedantic about it you could write off most of your curriculum, really, no, I don't mean that, scrap that (laughter) but I mean I think that's quite a difficult thing to look at and that's it.

(175) Right, so this is the first time, at this stage this is the first time in the lesson that they will be actually writing things down and I'm going to say something about that when we get to TE. And what I'm asking the students to do is again with the same language is... I'm asking them to now transfer what they may have said orally into writing and what I did was I provided them with the worksheet where they have to fill in speech bubbles with people describing themselves but also they have to colour up these people, so what they would do is they would colour in these people's hair and eyes and then write what these people would say: "I've got brown hair" or "I've got blue eyes" etc and I've done the first one as an example and pointed out to them which part of the sentence they would change and which part stays the same but again it's still the same language they are using the descriptive words that were used right at the beginning and then now they are using the *jai* form which we did sort of mid way in the lesson [are they doing it individually?] they are doing it individually, the comments that I would make now if I would to do it differently is although I think it's nice to give them a choice of how to colour things in, I think my worksheet should have been more graded and initially I should have structured what I wanted them to describe, so everyone was describing, somebody was describing somebody with blonde hair and blue eyes, rather than just the people who happened to colour somebody in like that, so I think I should have structured that more and I think I should have graded the worksheet more so that we should have had more practice sentences, I'm not sure if they were really writing, I'm not sure if there is not much of a gap from just doing oral work to actually creating and describing somebody, maybe the intermediate bit would have been maybe copying the sentence with a picture that I'd done first, I think there was too much of a leap there, I mean they seem to manage it but I'm not sure I gave enough of a progression to doing that.

(210) I'm not sure whether homework was an activity or not, but having seen how long it took to do then I think it probably was an activity, but I don't know if I can really talk about it in the same terms that I was trying to talk about the rest. The way I see it, and I don't know how the pupils see it is a way of reinforcing things that they've done in the lesson and hoping that it will enable them to carry something on to the next lesson, so in a way it's like a bridge gapping exercise between the two lessons and in this particular incident I was asking them to learn some of the language that we have been using in the lesson, so hopefully we could then, it would be more likely they'd remember it for the

next lesson, I don't, I mean, I'm pretty sure that the pupils wouldn't have view it in a such a structured way, I mean, I think they see it as something they have to do, I don't think they would be conscious of even, you know, the amount of (?227) between the two [so when you say you want them to learn the language, you mean to memorize it?] yes, what I asked them, what I learned quite early on that I have to specify more than just to say learn, because I used to say learn this for your homework and that's a bit meaningless, so I use to specify things such as I want you to be able to write the word down, spell it properly, I want you to be able to recognize it when I say it or I want you to be able to use it in a specific sentence and write it correctly [so, would you say all that to your students?] yes, actually... learn how to spell and write the words and understand what they mean. (238) This is the last activity and it's something that I quite enjoy doing and that's why I do it, partially. From the linguistic point of view I don't think you can really say that there is a great deal of value, but I think it works at another level you know that I think after 70 minutes it's important to try and end the lesson on a reasonably good fun note, rather than just sort of trail away until everyone is sort of falling asleep, so I think it's quite good because it physically makes them move because I make them all stand up and I think it's quite a good fun and so what I'm doing is a variation of Simon says where if they say something incorrect then they are off, so I mean as far as practice of language goes, I mean they are hearing me saying a phrase and they are having to decide whether I'm correctly describing somebody or not but it's a quite fairly easy game to cheat at, if you want to, so I don't have any illusions about how much they learn from it, reinforcement really comes from me saying something, and they do say something, but I think I'd be rather circumspect about the amount that they are actually learning from it... apart from that, its place in the lesson I think it keeps them going and I think it's a fairly pleasant way of ending a long lesson, what else do I have to say about this? [do you want to say something about the language?] what they are actually doing is fun and why I do it [and in terms of you learning] before I started doing this course I just wouldn't have dreamt doing anything like that because it doesn't immediately strike as of major educational value, I mean I think it's fairly easy, I think I really would have (?273) that sort of thing and I didn't think that, I just find that this is much of a laugh as (??) I mean I find that a lot of fun in a class I think it helps quite a good relationship (?) a reasonable relationship with the class and I sometimes end up sort of laughing at them and (?) which is a good way of relaxing, it's not formal, they aren't any pretences that it's massively important in educational..., just that it's quite nice.

Second lesson preobservation Interview

13.3.91

Transcript 12.4.91

B:... we are doing that because in the next lesson I want them to be looking at cafe bills and I want them to be able to say how much they are. So I am not 100% sure how well they know the numbers so that's where I may have to change things a little bit. I think they should know 1 to 20. I intent to teach them 30 to 50. And then do practice to reinforce 30 to 50, but of course I really don't know how they are going to take 1 to 20 yet. They should know them but, I mean, they may be don't. So what I intend to do is to spend about 20 minutes doing various games and number learning exercises, then what I thought I was going to do is give them about 10 minutes to copy out a sort of little dialogue into their books which is really what they have based their plays on. Copy the dialogue on to their books and then I am going to point out how to ask for the bill. I am not going to do it in any particularly incredible way. I am just going to say how you say it and then I'm going to just read it and pupils will say it a few times. And then I am going to give them about 5 minutes to finally sort out their plays and then hopefully about the last 20 minutes of the lesson, I would imagine, they are going to be doing their plays. If plays go by fairly quickly, which is something that I really don't know, because I haven't seen all of their plays, but if their plays go by very quickly, then there are a few number games, I mean, numbers are quite sort of nice thing to do, really. There are a few number games that I am going to do at the end of the lesson. Fillers, really. With doing people' plays, the problem is that sometimes it gets hysteria and people suddenly get stage (??20) and start being stupid. So I am going to try and I think I might number the groups before we start and then I'm just going to say: "Ok, group number one, group number two" and if there is any silliness I am just going to say: "well, you won't play, then", because that tends to upset them when you say things like that, so they pull themselves together. The other thing is that I am going to be doing a bit of a team game. And I've had mixed results with team games. I had quite horrible situations when they get really competitive with each other. Everything is unfair and all this kind of thing. And again if we get to that stage I am just going to stop it, because I am just not going to put up with that a thing like that. It should be an OK lesson, I mean, partly I want to get them to a certain stage, because I am thinking about my lesson on monday, because I've got examiners to see it and I am thinking about the continuation with the numbers. The main thing I suppose, really is, that I am teaching them something which I may find out that they know already, in which case it will be a revision more than learning and I'll still have to find that out.

So.. I mean, I should go all right. They are a nice class. We'll have just to see how the plays go, really. What I want to do is put the tables back and I've got a table cloth, something to put as a table cloth and make it look like a proper cafe and then, you know, it should be all right, you know I don't think anything will be disastrous...

G: Do you want to say something about the rationale?

B: of teaching this? oh yes. We are going to... there is a trip to Boulogne in the summer and so they're all learning things which should be useful for when they are actually in B. So in theory they're meant to be able to go into a restaurant, cafe and order a coffee or order an ice cream or an orange juice. So it's very much practical. So, although they would be writing something down, simply so that they got it as a point of reference, the idea is that the oral work is important, because they are going to be producing it orally when they are actually in France. So a lot of it I am trying to, I linked it when I started the topic I linked it up by saying: "well, as you all know, we are making arrangements for going to B. and while you are over there you may be thirsty..."you know that kind of thing "and that's how you go and order a drink". So that's the rationale behind it. And the numbers, I mean numbers is something they have to keep ticking over, any way, and I haven't done it with this group, any way

Transcript of the lesson
Year 7 French

(051)

B gets pupils organised

B: bags on the floor.. books on the table ... right... your books on the table, please, your French books... Right X, you are not doing your homework now. Come on quickly...Right

B tells them what they will be doing today

B: So what we are going to be doing today, so that you've got an idea of how things are going to be (67??) ... you are going to have some time to do your plays at the end of the lesson, so I haven't forgotten about them, so you know that we are going to be doing them at the end of the lesson.

B explains activity and they carry it out

Before then now I want to check up on numbers and how well you know your numbers. Now, I know I haven't asked you to learn these again before the lesson. So we'll see how far you know how to.. what I am going to do is I am going to point to people and they are going to tell me the next number, so if I start off with one, I point at someone to say two, point to someone else and they say three, except, of course, you are going to say it in French.. All right? So, you will have to concentrate in case I point to you, all right? Are you ready? (pupils get ready) Quickly, I don't want your books open ... Close your books. We are just trying to see how far you can go. *Alors, ecoute bien.* I am going to start: 1. P: 2, P3, P 4, P, 5 P: 6, P 7, P 8, P 9, P 10, P11, P,12, ... B 14 X? P: 17, B: 17, P 18, P, 19, P 20, B: 20, *très bien.* Individual pupils continue 21, 22, 23...B: 26, B 27, P 27, B 28 ... So we will stop there, so far so good.

New activity

B: What we are going to think about now, is the next, the next numbers along. Now, have you done this at all (98??) C: Yes. B: You have, and you've written them in your book. So what I am going to do is I am going to give you a sheet of paper and we are going to count round, so first of all *qui va distribuer le papier?* ... Now, I want you to spend a few minutes reading through these and

then... I'll be with you in a minute... Yes, you are going to be able to keep these numbers ... yes, if you want to, you can stick them on your books ...

Pupils look at the numbers while B tries to sort out where to write

B reads the numbers out

B: Right, I am going to read these, *écoutez bien*, I start at 20, so you can do some practice on that. So try and follow on the sheet what we are going to be saying: 20.....50.

B tries to elicit new numbers from the class

B If you wanted to continue how would you think we would continue ... hands up if you think you know how to continue,. **X?** **P:** says something. **B:** So, how would you say 50? do you know how to say it? 51, after that, **X?** **P:** 52, **P:** 53. **B:** *Oui, très bien*. **P:** 54. **B:** 54, Who can help after that? 54? **P:** 55 **B:** 55 *très bien*, **X?** **P:** 56 **B:** We are up to 57, 50? **P:** 58 **B:** 58, *très bien*, **X?** **P:** 59 **B:** *très bien*, 59. After that, 59? **P:** 60 **B** *très bien*, just the first one after 60, what would that be? 60? **X?** **P:** says something. **B:** 60? **P** 61, **B:** 61, *très bien*, 61. You ,you can see that you can start to build up a picture from this.

Directions for new activity

B: Now what I want to do now is I am going to write something on the over, on the transparency here and I want you to tell me when I am dropping things off...

She writes a sequence of numbers on the OHP, rubs one out and asks pupils to tell her which one she has just rubbed

B: Can you see that from the back?

I just tell you these numbers very quickly: 3, 23, 33, 43. *Alors, regardez bien. Qu'est-ce que j'ai fait? Lèvez la main.* Which one have I dropped out? **X?** **P:** 23. **B:** *très bien*, 23. Can you speak up a bit, because this makes a bit of a noise. *Regardez bien, Qu'est-ce que j'ai fait? Je faisais quel numéro?* **X?** **P** 33. **B:** 33 *très bien*. *J'ai fait quel numéro, je faisais quel numéro?* **X?** **P:** 43. **B:** 43. *très bien*. *J'ai fait quel numéro, J'ai fait quel numéro,* **X?** **P** 3, **B:** 3, *très bien*, 3. *Alors, maintenant...* so that I can use them all... *allez regardez bien*

B writes a new sequence (4, 24, 34, 44, 54) and proceeds in the same way

Jais face quil numero, quel numero, jais face quil numero? X? P: 24. B 24, très bien... a bit harder every time... regardez bien,

New sequence on OHP B: I'll read them out this time, (18, 48, 28, 38, ...) because I've mixed them a bit more... She reads them out and proceeds as above

A new sequence

Directions for new activity

B: Now I want you divided into two teams ... team A and this is team B, right? ... Right ...(She counts them) I am going to be the judge of this. What I am going to do is give everybody a number in French. In each team there will be a number one, there'll be a number 2 and a number three. *Ecoutez bien*. Remember the number that I give you. 1, 2... 13, 1...12. Right. what I am going to do is I am going to call out a number and two people with that number come up to the front of the class. I am going to say a number in French, they have to write it down on here. The first person to write it down gets a point for their team. You don't have time to bring your books with you. ... So all right, quiet. I'll give you one example. If I've got two people standing up here and I say, for instance, (??), first person to write that down, gets a point (talking) *Alors, on va commencer. Numero ...*

Students go to the OHP and write the numbers. She decides when each team gets a point....

B: you are making me nervous, now, I can't think of any numbers (Pupils burst out into laughter)I need to know who writes first, it's very difficult for me to see who writes first, I want you to be honest... right, you both are getting it wrong, I think this has to be the last one, actually... there is a draw...No, we'll leave it a draw...

She tells them about next week

Now we are going to look at these numbers on monday, because on monday we are going to be thinking about paying bills...

She explains next activity: (copying)

B: before we do this, I want you to get out your French books (B repeats in French) ... Quiet.. *Vous écrivez le titre, Vous écrivez le titre...* quiet, I want

you to listen to me, if you've got questions ask them after I've finished speaking, *Vous écrivez le titre, Vous écrivez la date*, write the date and write the title on your books ... I am going to read through, I am going to read through what is written, write it, copy this on to your books, if you've finished copying it, then you can start rehearsing your play... I'll just read it through She reads out a model dialogue now, in case there is some of my from the OHP, which pupils copywriting that you don't understand. *Alors, écoutez bien: monsieur, s'il vous plaiz...* I'll like you to copy that.. When you are finished copying it, lets once go through the play (??395)... Yes, copy this into your neat books, when you've finished, you can go practicing your play...

She starts getting the space in the middle of the class ready for the role plays

B: I've just had a mistake pointed out to me, which I am going to admit to... it's a very minor mistake: I've got to put - this is very clever that was pointed out by X- and is a little... it's called a cedilla and it changes the way you say a word, so you say [garson] and you wouldn't say that if that wasn't there... Everybody finished yet? **C:** No.. So when you finish, start thinking about your play, and make sure you do a lot of practice ...

B helps out in individual groups.

yes, *monsieur, s'il vous plaiz..?* if you are sitting in a cafe and you want to get somebody's attention, you'd say, *monsieur, s'il vous plaiz?*, *madam, s'il vous plaiz?* Well it's like saying, you know if you are in a cafe and you wanted to get somebody's attention..excuse me, sir, *monsieur, s'il vous plaiz?* ...

Hurry up everybody... Right, quiet... you've got until twenty to to get these ready and because I don't want any body to run out of time, I don't want any mucking about, you've got till twenty to and then we are going to start, right?

(651) Side B

B gives instructions for the plays

B Right, OK, Shh, we're going to start now,.. we all had time to practice. I want everybody sitting on this side of the classroom... Everybody goes that side of the classroom... Right... Ok.. right... shhh I am going to give each group a number and I am going to call out that number... if you are not ready, we'll move on to somebody else, right?, so you are group number 1, you are number 2, 3, 4, 5, 6,... does anybody need more than four chairs? ... does everybody know that if you

want there are cloths that you can have over the arms as waiters or waitresses, do you need that in the first group?... there is only two, so you'll have to swap them round... right, group number one, shhh

Group number one plays their dialogue in the restaurant without interruptions
Numero 2

Group number 2 plays their dialogue in the same way

Right, well done ...*numero 3*

Group number 3 plays their dialogue in the same way

Numero 4

Group number 4 plays their dialogue in the same way

Numero 5

Group number 5 plays their dialogue in the same way

Feedback and instructions for next activity: homework

B: Ok, what I want you to do now, all really good, I am really pleased, you made a lot of effort as well and moustaches, and menus, and things like that, so excellent..what I want you to do now is move your desks back into the right positions... Right .. *maintenan le cahier de devoir, le cahier de devoir*, take out the homework books and for homework, your homework is how to recognize how to say numbers up to 50, if you want to go up to 60 you can. Everybody has to go up to 30, if you can go up a bit further, so that means that you look at the sheet of paper which I gave you today, everybody going up to 30, go a bit higher if you want and that's for monday's lesson. So, for monday we are going to be talking about how much things cost in a cafe. So the homework is to write, to look at the sheets of paper which I gave you with the numbers on, learn up to 30, do you want me to write it down? ... So for monday learn up to 30, right? ... Right now, B is going to come round and collect your books, please, B. ... give her a sheet of paper... yes, I am collecting your books now... Shhh quiet, what I am asking you to do is give your books to B...

Loto

Now very quickly, shhh we've got time for playing Loto. So everybody gets out their rough books?... Have you played Loto before? C: No, B: Ok get out your rough books... draw six squares on your books, not even that, six numbers, six numbers on your rough books. PP: In English? B: In English, just normal numbers. Don't write them above 50 and try numbers that you are going to be able to understand when I am saying them in French. Six numbers. No higher than 50. What I am going to do is read out some numbers in French, if I read out the numbers that you've got, cross them off. The first person to cross off all six, shouts: Loto. *Alors, écoutez bien. je vais commencer: 10, 11, 21, 6 ...* P loto. B très bien, X. 1, ...PP loto. B Ok I am going to believe you, I am going to carry on until a few more people get loto. Pp : loto. B: A few more... Pp: loto. B: Ok. we are going to finish with that. Everyone now, packing up (954) the bags, and put the chairs on the tables

Post-observation interview

(957) B : I was actually, I mean it could just have been a smoother lesson, if I had had something to write on the board with, but, if I had organized myself better, but it had been taken by the teacher and I suddenly realized that at the beginning of the lesson and about 50% of the beginning of the lesson was meant to be work on the board and then I just thought, well I really don't know what I am going to do. So to play for time I had to give them out some sheets, which meant that they were reading something that they hadn't seen before, which is not normally what I do at all. And as they were doing that, as you'll see in the video I was desperately trying to clean a transparency to use on the OHP and luckily I had a tissue, otherwise I don't know what I had done. And it sort of threw me off my stride - that's my word- a bit, because I wasn't thinking as straight, I wasn't thinking straight. I was just thinking, I had to sort this out and it meant that some of the games, some of the team games, I mean, I really was a bit shambolic, because I couldn't really see who was writing things first at all. That's why I had to say to them, "now, be honest, and tell me who was first". So it was OK but they are a very nice class, I mean, some class if you'd let them looking over some brand new numbers while you sorted something out, I mean, they will probably riot, I don't know, but they are very nice class. I was quite pleased with the little plays that they were doing. I actually think that is quite interesting to see how much they produce themselves and the difference in level, of how much they had actually learned. To me there are a couple there who are really very good and they really stretched themselves and they stretched the language that they've learned, whereas there are others who, I mean, they use, mono, I mean no monosyllabic but one word, and they don't use whole sentences and then they are communicating and I do think they could do that, I think if they went to France, some of their accents are a bit dodgy, but I think that if they actually went to France they would actually be able to do that. So I am quite pleased with that. What else? I was wondering if it seemed a bit shambolic out to the observer, if was shambolic to me, because, you know, this one simple thing of what to write on the board with, so it went wrong because of that. So it was quite interesting that something as simple as that screw up your lesson basically. But apart from that, it as OK, I was annoyed about the board thing, and if that hadn't gone, then may be I would have, if I had the keys to the cupboard, if T. hadn't disappeared, I may had got some books out for them to help them with the dialogues, but I couldn't do that either. So I was a bit stuck. But it was OK. Just shows what you can do if something goes wrong. I don't know what I'd had done if I hadn't had an OHP, I was trying to think what I was going to do. I may be held up some cards or something. I've got some cards over there with numbers. Right. This is all I was

thinking of, when I was frantically looking through. I think they did it quite well. They are a bit mixed on their numbers but I think it was OK. I can't think of anything else, do you want to ask me any questions?

SR: Interactive thinking on the second recorded lesson.

28, May, 91.

(008) **B:** I mean this is just, I am saying all this stuff in English and I could have easily have said it in French, I sometimes get, a sort of terrible lethargy and I just can't be bothered (laughter) to do things. It is really appalling...

(012) Also in this class there was a new girl

(013) I look quite grumpy actually, I think I am quite irritated by them, no, may be not, I think I am now, I touch my face a lot, I find that a bit worrying (laughter) and I sort of swaddle (pause)

(021) I mean the more I see of myself speaking English in the lesson and what I am actually saying the more I think you could do that in French without a doubt, you know, I quite like telling them of what they're going to be doing during the lesson, so they have an idea of progression, but I could really be doing it in French without a doubt (pause)

(031) They're all trying to cheat by having their books open

(034) One thing is going through my mind here is that I am going to say numbers, I point them and I am very aware of the pupils abilities and I am trying to get some of the pupils to do the, some of the lower numbers and then change that, I was very aware of that, so they join in but it's the level that they can join in (pause)

(048) This lesson was the lesson where (laughter) you know this problem, there was no pens and that's quite strange because that made me totally neglect quite a few things of my lesson plan and I did something which I felt so guilty about doing: I gave them some numbers without them having seen them before, it's on this piece of paper (laughter) and you know, just making them read through them, on their own while I tried to solve something else. What would be interesting is to see afterwards how much they picked up from just reading instead of all the complicated activities that you arrange for them before they actually see it written. (pause)

(064) This, I'd imagine, this sort of reading and there is a group of girls there, I bet they couldn't even read it, you know, they would have problems with the reading, where others who would probably find it a lot more appropriate than spending a lot of time building up to it. It's so difficult to know (pause + laughter)

(073) She is just gazing out the window (pause)

(077) The thinking behind this was to practice their number learning in a sort of way of using games and I mean there seems to be quite a few sort of games that you can use for people to practice their numbers on. I find that easy to justify because you are not teaching those numbers in a phrasal way, you are just teaching those numbers and that's seems to work quite well, they seem to quite like learning numbers (pause)

(088) It's funny because, because seeing this is such a contrast, you know, the way I was doing it the proper way in the other lesson and... I don't think they would be very good at saying a lot of these/those (?) words, actually, from what I've just done... they seem to have picked up the pattern of the way the numbers go, actually... mainly because there is such an obvious area where you can apply rules that you've learned to other things (pause)

(107) It's very strange because when I was at school I could never remember my teachers looking at lesson plans or referring to anything and yet I do it, I think it's so obvious when I am doing it, you know I don't remember them, I just seem to remember them coming in and talking, I just can't remember anything else (pause)

(124) I mean, is, what I sometimes feel is that the activities themselves are, I think, they are OK, but it all seems to take such a long time: a combination of there being so many of them and some of them need that time, but for some of them must be very boring (pause)

(141) The other thing I think is that it's just very easy for pupils not to concentrate in these lessons, you know, so easy not to concentrate... and I don't know how you can have a lesson where everyone is constantly engaged, is forced to be engaged, there must be ways, but I...

(149) G: why do you think it's so easy, you said before that it's easy for students not to be paying attention.

B: well, because I can only have one person answering at anyone time and I am doing all the moving about at the front of the class, and I am thinking sitting back here, you could read a book, I don't know, I mean I do pick on people, I am picking on people here because I think that's the best way of keeping people awake but quite honestly I can't do that the whole time, there is always people I am ignoring, I mean this is, is anything, it's a combination of two things here which make people concentrate: one they have to see what I am rubbing off the board and two they have to see whether I am going to ask them what I am rubbing at the board, so may be that keeps them looking a bit more but even so, the actual redress, what I can actually do if they are not concentrating is minimal and what surprises me is that they do concentrate, I mean, if someone said to me "I don't know" there is nothing I can do about it (laughter) really, I am counting on their good will (pause)

(174) The other thing that I do know is that when I do find that they are not concentrating I sort of go back to them a few times, what I was doing with that table there. (pause)

(180) She hasn't got a clue and that is just dreadful... somebody like that you can always ignore her when you are teaching because there are 25 others, but when you look at it here, her actual concentration and understanding: minimum [and that's in English?] oh yes

(191) I am giving them all numbers here because I want them to be at the front of the class (??) I remember thinking I must give some of the easier numbers, sort of the lower numbers, so they'll remember

(196) This is another thing where I keep calling them up all of a sudden so they have to concentrate (pause)

(204) Sometimes, you know, I think I give them too much explanation, but just here when I hardly gave any it's like uproar with questions, such stupid questions as well (laughter) (pause)

(233) They work quite well competitively, I mean, I don't know, [you were worried a little bit about this, do you remember?) because some of them were so unbearable, I've just told them they can't have a prize, anyway, so don't get too excited (laughter) I am quite amused myself in the lessons ... particularly if I made them watch these rubbishy television programs... when I was team teaching and there was a couple of times and we were teaching them a song and we started sort of to dance round the classroom, we just thought it was so funny looking at them "oh my God, look at them"... I think on the whole, this class quite enjoy their lessons, I think, you know, I don't know, I am sure some are bored... the difficult thing to assess is how much it felt like work to them and, I mean, this, for instance, it's like games really but I think they are learning, I think it's reinforcing other things (pause).

(271) I keep sort of stalling them to be honest, you must be honest when you are doing this (laughter) so amazing [why?] it's funny because I tell you why it's funny because when you were a student you think that the teachers really bothered in a way about if someone is cheating or someone is (276??) and when you are actually up there is more amusing, it is not being naughty, but it's more, I don't know, I think it changes the emphasis on it, you know (laughter) you know, it's so different, I suppose I don't take it seriously enough, and I do, but some things you can have a sense of humour, you know, (pause).

(286) I think much more, I feel that I taught them much more about what I wanted them to do and about things that might be happening whereas I think when I was being taught there wasn't nearly as much contact as that, it was much more formal, you know, because like at the moment I am telling them that there is going to be a visitor and they'd better behave themselves and things like that, which is when the examiner came in, and I know that I'd never have been spoken

to like that when I was at school. This is another big cheat because I wanted them to do it so that they had it ready when the examiner came in (laughter). This is really awful, this is really appalling. They have started to copy it.

and I have a spelling mistake and they've noticed it - I left the accent off- I think one of the told me as well. Little prat. (pause)

(321) This is a class which I really enjoyed teaching, an endless source of amusement.

(326) It's surprising how quickly you forget the camera is there, that you actually get involved.

(343) I think what is strange when you watch the recordings is that there is stuff that goes on that you are not aware of, you know, that you don't see and also somehow things don't seem to flow smoothly but they seem to when you are actually in the lesson, it seems very different, I think you are just more aware of the problems, because you can concentrate on that, whereas when you are at the front there are so many thing you're trying to take into account, you are trying to get into account who's concentrating, who isn't concentrating, who can understand, who can't understand, whether you are keeping the time, whether you're not keeping the time, there so so many different factors that you are trying to sort of deal all the time, you know, if someone doesn't understand, you know, what do I do to help them understand, that is when, I think that's why I first saw myself in this video, I was sort of quite depressed about it because I didn't think I looked as a teacher on (??) not teacheresque but as professional as I hoped I might, I don't know... it feels better when you're doing it that when you sit back and watch it.

(366) And I am afraid at the moment the table here is discussing that they went to the pictures last thursday, now I wasn't aware that they were discussing this while I was teaching them (laughter) (pause)

(373) That's the second criticism I've had of my writing from somebody (pause)

(378) I mean there were girls in that class that have major coordination problems between copying something off the board and copying it into the neat books in front of them, and that's a real skill that just haven't got, let alone, having it in French and, you know, that is a problem. I was talking to somebody who teaches reading to kids who've got learning difficulties and she was saying that what the majority of people seems very simple is actually quite a complex coordination skill and a lot of people, you know, it's beyond them. (pause)

(404) And what I am doing at the moment is real coxing into work, coxing on to the next task... I am also telling them what is going to be happening next as I go round when they start doing their role plays [and you are just talking to one group, not to the whole class] yes, probably because I forgot to tell them at the beginning of the lesson.

(414) It's so difficult, I mean, some here have moved on to start practicing some quite sophisticated sort of language used in role plays, you know, and they are really extending themselves, that kind of thing and then there are some who are having difficulty with copying words off the board and I find that very difficult to deal with.

(422) I am surprised that I look so at ease with the class, you know with the pupils, because I am sort of nuttering away to them and when you are actually out of the situation, you think, "Oh, God, you know, how come just wonder around talking to them like that?" (pause)

(438) Dreadful bending over desks and postures.

(441) The other thing that I've noticed is that I don't sit down very much and I don't know whether that is something that comes as you get more confident, I don't know, in letting them... I feel happier wondering around, checking on what people are doing, some people just come and sit down.

(463) I enjoy doing this, I mean I felt that it was giving them some to focus on, you know, on their work and, and you know, as much as one can create a café in a classroom at 3 o'clock on a thursday afternoon or whenever it was (laughter) very tall order, it just made it a bit more fun, I think, and a bit more special, you know what I mean? They took it very seriously, some of them spent the lunch hour doing this, writing up menus and things. (pause)

(479) I mean, I don't, here I am also very aware of how some people probably find excruciating having to do this and talk in front of other people and what am I saying? Yes, I am giving them times like how much longer they've got to do something, because that's something they have to work within and it means that come that time I won't have any more moaning about them not having finished, because I can say you knew how long you had and the other thing is that they don't fuff around too much when they are meant to be doing the play, I don't have any time for that sort of rubbish, but they are so good, I mean, you tell them to do any thing and they'll do it (laughter) jump out the window.

(489) They've really made an effort, they've drawn little black moustaches on each other's to be waiters... that menu, that's like a work of art that they've done there, really is. And then I feel really guilty that I haven't let them spend more time on it, you know they've put so much effort into it. (pause)

(511) I don't know how much work is going on in there, actually, or may be she is working, in fact, she's drawn a moustache on her face... fancy spending the lunch hour doing that, I've got better things to do in my lunch hour... for two minutes of glory.

(529) I think there is something a bit regressive about teachers, you know what I mean, like they enjoy the company of 11 year olds, (laughter) and there is something funny about it.

(541) I think it must also make a big difference depending on which way they're

used to being taught, I meant at this school they are very much used to doing this kind of role play and standing up and talking in front of other people but if you are not used to it comes like a bit of a shock because they are left to their own devices and they have to come and, you know, show something to the rest of the class. (pause)

(564) And the question really is, and it's not a question that I ask them, is by the time they've finished this, do they actually feel confident to go into a café and order something, I mean that's what I'd like to see, if they could actually do that, I mean they might be able to do it here, because they've practiced it with scripts and things like that, but could they actually do it. Lets face it, how often do 11 year olds go to a café and order drinks, anyway? (laughter) but it's in the scheme of work, so you have to teach it, it's like 16 year old at GCSE booking hotel rooms, you know, all fairly unlikely, reserving ticket on airplanes, I mean, it's authentic and it's authentic. (?? 581) (pause)

(598) This is a bit that I enjoy seeing them doing this sort of thing, I mean, just because what they can say, however badly they say it, it's something that I've taught them, you know, this is the bit I like, just my own ego. (laughter)

(620) It was unfortunate that all this ordering food took place during Ramadam when about half of the girls in the class were fasting, which I felt pretty bad about, but...

Side B

B: The other quite nice thing is that I've never heard any of the rest of the class actually making comments about the others, I think that's quite important because there is such a marked difference, to me, in their sort of progress in their performance, I don't know how aware the others. Remembering back school you're fairly aware of what people are like. But that's not actually very apparent and that's my fear of doing sort of team activities and of doing this because some pupils do find it very, very, difficult, I don't know, doing the English tourists (laughter) (635 ?) fish and chips, some of them are just rude, anyway (??) they just say they are English because that gives them an excuse to speaking French badly. (laughter) (pause)

(643) This is a very good group (pause)

(646) At this point I am thinking that we've spent a lot of time on this and the results are so mixed, I mean this lot are very good and yet there are others who still find it difficult to sort of saying the simplest of sentences, so that may be my fault, I don't know... there is so much difference in what they can produce (laughter at what she sees + pause)

(666) They are trying to find where they've written their script down, cannot

find it, serves them right. (pause)

I mean it's not bad what they are producing, but it's not brilliant, I don't know, I don't know if you should be expecting perfect, you know, it's not but, it's just not polished [in terms of what?] well, accent, and actually forming proper sentences, instead of just saying, oh just magic (??) it's realistic, I suppose, you don't really say, "I would, if you please", I would like, do you? so... (pause)

(674) She is not bad, she said it properly, *café crème* (pause + laughter)

(685) And she is actually very quiet in class, actually, she doesn't often join in (pause)

(690) Appalling accent, I mean, really, appalling... she is good, this one ... she is ordering everything on the menu, (pause)

(713) I just wonder if things can be as relaxed as this in a mixed school, I don't know [I don't know I always thought mixed schools tended to be better and more relaxed...] really?

(719) You know at one level you can feel, I can sort of feel pleased with that, you know, they've shown ways of communicating, but on the other hand considering the amount of time that it has actually been spent on it [like how much, do you think?] about, I suppose not that long, I supposed about one hour, that seems, I don't know, there are a lot of faults, there are a lot of accent and staff like that, I don't know.

(728) I rock a lot, I move quite a lot, sort of rock around.

(737) This is the third time that I had to explain some basic homework, this is another thing that I've just realized, it's how clear you have to be how much room there is for misinterpretation, I mean, unbelievable, about three times I had to say what they've got to do. (pause)

(752) I gave them, this is awful, I gave them this piece of paper which had all the numbers on which they had to learn and earlier in the lesson they all had been saying to me, could they stick them in their books, I said, yes, and then I told them that they had to learn it for homework and I wanted them to hand their books in so they had to rip that out of their books again (laughter) and it's so awful, I mean it's really appalling, isn't it? (laughter) isn't it dreadful, even I am a bit embarrassed by it... so they were ripping them out, oh my God! (pause)

(768) I sometimes see that I really start to get irritated by them [what are the kind of things that irritate you?] saying things more than a few times starts to irritate me, but it starts irritating if they are not listening, if they are not concentrating, I mean if they don't understand, fair enough, but there is a general sort of fuffing, there is a general, you know, they are busy doing things and because they are doing things they are not concentrating and I find that that irritates me [busy doing other things?] yes busy chatting and things like that and then they say what?, I don't like that and especially when they've got, may be ten minutes till the bell goes, they think they can just go home, you know, which is

why I made them play loto, and they also do, she's already done it, they nip off and get their coats ready, so that they can make a quick exit and that really irritates me.

(784) It's such a weird job teaching, it's so strange, it also irritates me when I, I don't like rising my voice, and it irritates me when just general noise, general hubbub means that have to .. I had it so easy I mean, you know,, but wait till I get to a normal school.

(791) **G:** Was this part of the lesson plan, to play loto?

B: No, what it was is that there are a few games that, you know, a few fillers that I do and loto is one of them which actually fits in with the beginning of the lesson, anyway, but it's definitely a last minute, a lot of them seem to really like it [I think these kind of fillers, children like a lot] when I was having lessons when I was being watched by my tutors, I used to have two or three fillers, in case I really whizzed through things, just simple games to do and things like that.
(pause)

(805) This is the piece of paper I gave them (laughter)

(810) I mean, sometimes I ... then I just couldn't think of a number to say and I sometimes think, I don't know, I thought I was really relaxed, I mean I'm relaxed, but not terribly relaxed, but I couldn't think of another number to say, so I just start laughing, I mean it's not right, is it? (laughter)

(816) Look at that, look at that, she's just given up, she wants to go home now.. what a rascal!

Beth's own description of second lesson

31st, may, 1991

(010) I feel a bit irritable at this stage and I've already started talking in English because I'm sick of the noise and... their bags are still in the floor and they're not organizing themselves and that's why I'm saying "do I have to say this in every lesson?" (pause)

(19) I don't look as nearly as relaxed as I did in the other lesson, obviously knew it was coming

(021) this is just waiting for them to organize themselves, which I find pretty irritating, actually, it's the same every lesson: the instructions of what they have to do, I think if it was my class, I'd really drill them in what they have to do in the beginning of the lesson, so it's quite a few minutes just waiting for them to be quiet... and I'm telling them what they are going to be doing for the lesson... I am sort of reassuring them about the fact that we're practicing numbers and I haven't asked them to revise, because otherwise they start squeaking, so I'm

saying that I'm aware, you know, that they haven't just been learning it ... they are all trying to do this with their books open, so I'm making them close their books... despite all the reassurances they still hate it when they do not know things, you know, even when you tell them that... I'm trying to use the lower numbers with the less able members of the group, so that they can say something right...

(046) what I am doing is I'm going round the class, I'm pointing to them and they've got to say the next number in the line, so it's really an attempt to keep them all awake because they don't know whether I'm going to pick on them and just for to see how far they can count (pause)

(055) I stopped at 30 here because I didn't know whether they knew anything more, and in fact they do know more, I found out, I found out here that they know quite a bit more than 30... now by this stage I've realized that I haven't anything to write on the white board with, so () what I've got just to do is give out a piece of paper and then I have to get on with it, really, I'm pretty annoyed at this stage, in fact...

(065) she is just wandering around giving things out and it was just a piece of paper with a whole list of I think numbers up to 60, I think, or may be 80, so I was getting them to read it... they've already begun to ask questions about some of the numbers are, so I'm just telling them I'll do it in a minute ... and they are starting their usual screeching: "can they keep the sheet, and can they stick it on their books and can they stick it on their book now and..."and I'm ignoring them and while this is going on I'm desperately trying to find a transparency that I can use

(076) then this girl here, this was only the second French lesson she had at this school, she's just joined it, so neither myself, nor her normal French teacher had any idea of her level so it was a bit difficult, actually... we just had a general school report from her previous school

(082) I'm really not taking any notice of the class at all at this stage .. I'm just cleaning the transparency, spitting on the transparency and cleaning it, so they could have been ratting, she's just gazing out the window... I mean I really didn't know what they were doing, and to be honest at the time that was the least of my concerns (laughter) I just want to get on with doing this, so the rest of the lesson could carry on

(091) I'm trying to amend the appalling situation by at least reading through the numbers and tell them to follow them on the sheet (pause)

(103) I'm just reading through the numbers (laughter) the fact is by now I've already established that by now they know the majority of these numbers, but I'm still carrying on regardless

(107) I think that's the new girl, and she obviously knows something that the others don't, so that's quite good, she's speaking now, anyway, and they seem to

have recognized the number pattern... that's good she's speaking now () she is joining in as well, it's a shame that her hand was up actually, she doesn't put her hand up very often, it's a shame I didn't pick up on that, that's something I think is a skill, actually, looking round, and noticing and making sure that you can see who is putting their hand up and who isn't, especially when you've got pupils who are often weak. There have been lessons when, you know, one of the weaker pupils has been able to do something and now I just don't notice that she had her hand up because I'm so used to them not having their hands up, that's something I'm learning to watch

(126) this is a pathetic attempt to playing a game on a OHT... I think that the amusing thing is not as funny to the pupils as it is to you, that's why I find, they think it is very serious and I'm thinking "this is farcicle", there is a real gap between the two perceptions, so what I'm doing is I'm writing the number sequence and then I rub out one of the numbers and ask them which of the numbers I've rubbed out... I've asked them which of the numbers I've rubbed out, they are all getting it actually... now I'm doing another number sequence, I obviously felt that the first sequence, I think they knew the four numbers and they did it so easily so (??) now I've pinned them on this (??), but still I'm not doing the slight more difficult numbers which they, the 21 and the 20s and things like that, it's a fairly obvious pattern here, in fact they are all looking this up on their books, which I didn't know either (laughter), I think they are, anyway... I sort of (??) book shutting exercise (pause)

(164) S. is just gazing out the window and (??) just to remind her that she can't do it, I suppose, dreadful

(170) before they are actually in numerical order, now I'm mixing them up as well, because it would be too easy for them... she had a wee bit wrong right there... she is really making an..., she is really different this lesson, she is really looking a bit more of a laugh (??) oh! I'm not seeing her, I mean those two are definitely perkier than usual and I haven't given them enough credit for that

(193) (laughter) I've just told her off for not watching () she got it any way (pause)

(204) she's got her hand up, although there is not noticing (?), oh dear! how much of that is because I'm not expecting her to answer, I mean, you know, it's a bit of a (211) so I've got them divided into two teams, a bit of discussion about the fact that I've decided to divide them into two teams... (221) so I'm giving each of them a number and they've got equivalent numbers (??) in the team so that's how I cope with back to front because it avoids a kind of who is going next, sort of waste of time (pause)

(234) I'm explaining what they've got to do, a few people are doing a bit of quick revision, they want to know if they can bring their books up to the front with

them, oh questions! "can you bring your book up with you and which numbers is it going to be and oh!, Oh my God! noise. I'm giving them an example just to let them know what's going on... expressions of surprise of this is what I wanted them to do, I don't know what they thought I wanted them to do, but it wasn't this (253) actually people realizing that they're the number I'm calling up,... I'm telling them there is (??) because there are no (??) I mean, and I'm just giving a warning of any silliness or noisyness, which means that I stop it, they are already kind of squealing, now it is all over, post match talk, as they walk back to their seats, what went wrong (pause)

(278) she got it right as well, this shows how preconceptions can be wrong, now I'm laughing at one of them because they are getting so kin about it... I'm partly enjoying myself now, I don't know why.. when L. comes to the class and when she comes up and if she (??) the numbers, "oh, no", because she is one of the brainy ones within the class hierarchy... it's really funny how when they see the two girls going up there, they are immediately assessing, you know, who is the strongest competitor and things like that, and yet they know there is nothing to compete for, because I've told them that there are no prizes... someone's put something stupid so they are having a good laugh, in fact it's so stupid that I'm not giving either of them any points, I don't know what it was, though, it was 23, I don't know what's going on here, that's like most of the time that I didn't know what was going on, very arbitrary, she is doing all right, my judging was very arbitrary, I didn't have a clue who wrote it first... X is another, not brainy but then, of course, she is an unknown quantity (??) so now they are discussing whether or not the new girl did French in her old school and whether is therefore fair for her to be playing the game (laughter) someone's commented that she did French at her old school, so it's fair for her to be doing it ... now there is an argument about who saw first because I didn't see... that's B and T, T is one of the acknowledged brainees as well, but she is very nervous as well, she gets really over wrought about it, she is quite competitive and she is, oh, someone burst that in English so they are starting again for cheating... she got it right, it's a draw, so I've told them that's how it's going to stay, they want me to do one more, but I'm not going to, I don't know what we are going to do next, the only thing with doing kind of team games is that you have to calm them down afterwards if they are a bit over excited

(348) now I'm telling them what we are going to be doing in the next lesson, so they are groaning, and they say it's boring, but I don't care, I mean, basically what I'm doing here is I'm preparing them for the visit for the external examiner, so I'm really thinking of me, rather than them and I'm telling them to copy a dialogue into their books [is this the first time they see the dialogue?] no, they've seen it earlier? () it's a dialogue which is about buying things in restaurants and they've already practiced role plays, so they've seen this and

they are writing it down... so what's happening here is that they've got to copy their dialogue and when they've done that they can get on with practicing their plays which they are going to be showing us at the end of the lesson. This is the situation when I'm reading out the dialogue, it would be really nice to work in a school with a foreign assistant because you just can't do, unless you've got another teacher there or a particularly bright pupil, and I wouldn't really want to do it with somebody until late years, 10 or 11 you have to .. oh, a bit bickering going on there, I didn't notice, you have to do things like one person playing two parts, it must be so nice to work in a classroom with an assistant, with a language assistant... oh! she is on her feet already... I've now realized that she is wondering around now that I'm questioning her about it (??) (pause)

(409) I don't know what she is asking for, but I'm refusing it anyway, it's very strange because you say things like "when you finish this work, you can start doing the role play" and then I've just gone over to one of them there and said to me "when I finish this can we start doing the role play?" it's like they don't believe me, I have to say it three times before it sinks in (!!) lack of confidence, may be sort of typical first year behaviour, I don't know

(421) now they're making a fuss about the camera... what is going on there?

(437) I'm wondering here, because they are doing role play for the rest of the lesson, I'm explaining what we've been doing, she is not being aware of it and I think I said I didn't expect her to join in the role play, and she could just watch it, and I'm probably asking her if she's done any work in the cafe before, terribly difficult, it must be very difficult for her

(Side B)

(446) they are now moaning because I've told them there is a mistake in my written work and I've said (??) for noticing the mistake, so what I'm telling them is that I left a cedilla accent and it changes the way you pronounce the word, but I don't know how many of them will remember that (pause)

(459) they are still all copying and it always takes me, I always find it amazing they find to copy things off the board, may be it's a skill they'll improve, may be their coordination, you know, visual and motor coordination improves, someone told me that it's actually quite difficult copying when you are looking up and then when you are looking down, and then a lot pupils, children have problems with that... one's already moved up to the board because she didn't see it

(568) I'm explaining () particular bits about the dialogue, so I'm telling what they'd say in the restaurant...and one of them saw the alternative ways of what you can say, which is quite good.

(478) I'm trying to find a group for her to go in because, I can't remember what

the reason was, but she didn't have a group to go in, so I'm trying to find her a group. (pause)

(485) I've ignored some, actually, which is a bit dreadful, I'm getting back now (??) she hasn't finished... one of the groups has finished, no surprises at which group it is and they've moved on to practicing their role play [do they always sit in the same groups,] yes, it's their choice, friendship groups... I'm not sure they are necessarily a good idea, I can't tell (pause)

(502) I'm trying to sort out another person's group and I'm trying to get those three (??) I'm trying to fan them out to sort of various groups, they are nice girls, I mean none of them say no (???) they are very good like that (pause)

(515) I don't know what she is saying.

(519) in between picking the table cloth I'm telling somebody off because they've left the coat laying around (??) I should have, I mean I really should have got S. to do this, because at least she could have been doing something rather than just daunting, looking ... oh dear, this is awful, I'm just ignoring her, she is just standing, loitering [is she working with somebody else] she is meant to be but I haven't chased her, I've told her she's got to join a group, but she hasn't done that and I am letting her get away with it.. I don't know whether it is deliberately or I'm just () thinking about other things, I don't know what she is doing really, not a lot, I don't think, what is awful is that if she was disruptive then she got attention, I mean, and that's the same with quite a few of them, you know, they don't get attention because they are well behaved and quiet. (pause)

(540) I don't know what they are doing, something to do with moustaches and drawings starters, I think, (pause)

(546) Now, where is S. gone off to?, God! it's shameful, she is still standing (laughter) Isn't it dreadful?...

(553) the other thing is that, looking at it now I can see, I mean I know that is appalling and dreadful, but in the class, when I'm actually in the classroom, I'm just kind of thinking, would I, you know, something to keep them quiet, you know, then at least I can do something else, I mean, I just don't feel I've got time in the classroom to think up, to spend a lot of time, mind you I've got time to pack up my OHP (laughter). But I never feel I've got enough time, I just don't give them enough attention, and one of them in particular

(564) I'm sort of beginning to, I've set up the table with the table cloth on, and the creepy ones have made a menu to put on it and they are sitting round the table with their table cloth and, obviously they are having a dress rehearsal before the final performance, oh, I think Miss W. has just come in because I've heard somebody say "bon jour, miss W", but I don't know where she is lurking. Oh! there is some violence going on that side of the classroom and I'm totally oblivious to it (laughter) this really concerns me this kind of thing, I think God! this goes on like in a nice class, in a bad class they'll just be fighting in the aisles

and I would just be wondering around oblivious to it, though I don't suppose you are, S is actually doing something now, no, she is talking with her friend, actually, I thought she was doing some work (laughter) she is not (pause)

(586) I've decided by now that they have had enough time, you know, I think you get to a stage where they are not, they don't need to work any more. I remember when I was at school then you've done all the work so you just have to sit and have a bit of a chat, so I'm trying to organize them how to behave during the actual .. and now they are showing us their plays... a bit pronunciation practice going on there initiated by X ... she is the one who writes everything down alfabetically, so she is obviously doing her script (laughter) (pause)

(600) So there are all sitting on one line, but they are all sitting on one side of the classroom, I'm just going to arrange them so they can move by the room and get themselves organized to do their play (pause)

(609) I'm just checking that there are enough chairs and things like that, telling them what's available, and I mean that's certainly a technique that I'd have learned to do in the course is to look at all the possible questions, to try and look at all the possible questions that could come up and so that it doesn't, you know, it doesn't cause problems later, sort of look at ways in which what you are saying might be differently interpreted by the pupils

(617) Group number one, looking a bit timid, (?) at the wrong table (laughter)... she's forgotten their lines and so .. she is waiting for them to say something, () she is quite good... (?) just to make it easier (laughter) .. it's all very silent and lacking in conversation (?) this is quite a good group, actually, quite lively.. the joke was going to be because they are English they don't know which way up to look at the menu, I think they probably failed to a lot of class members (laughter)... I think one of them is supposed to be a baby, or something... mother and baby, I don't know, would you see boys doing that I ask myself (?) I think it unlikely.. a gender stereotyping at an early age (laughter) it's all over.. I think the point was missed with a lot of members of the class... I mean the comparison standards between some of the groups and this group is not, is not just fair, it isn't (pause)

(673) a touch of them reading the magazine while they wait for their food and she comes back with their food... her eyes are shooting through the ceiling (???) but it's good French... admiring look from D there. (684) It's this lot now, quite enthusiastic, a bit clowning about (?) I find them very funny (laughter) clicking their fingers to get serviced... looking through their books to find out where they've written their dialogue in so they can read it out (pause)

(703) that's all over very quick, not bad, not bad at all, for some reason they sound, I think both speak, one of them certainly speaks Greek at home and the other one goes to a Greek school or something at weekends and you can sometimes

hear a different sort of accent, I may be wrong but they certainly say it differently from what you would if you were speaking with an English accent (717) they are ordering beers, not very suitable for 11 year olds, but there you go... they're quite, I mean the rest of the class do quite try and they do take an interest in what the rest of the class are doing, I mean there is a lot of eyes peering around there and concentrating, which is nice, it's a nice atmosphere in the classroom... they've got their food now... that's all finished... one of those, the small girl with long hair she is really coming out of herself, she is quite shy but she is getting sort of bolder

(735) little touches, wiping the chairs down before they sit down (???) and very typical that one particular member of the group (??) the one who orders a lot of food and behaves a bit differently (??) not that that is criticism but... all the others have ordered coke, she's ordered coke, orange juice, cheese sandwich, coffee, a beer, the rest of them think it's hilarious, and a croisan, the waiter is taking it all very calmly there... she is giving up now, she is saying "lemonade" instead of "lemonade" (French pronunciation) (pause)

(769) I was going to forget to tell them how well they all did that, but I just remembered (laughter) (pause)

(774) so they are all starting to clear up now, I'm quite, I mean they didn't do that too badly [but not everybody did it, did they, there were some people who didn't do the thing] no, everybody did it [even the girls?] yes they did it, one of them didn't, S. didn't, but the other two did, they were in different groups, I split them up because they can't work together really, but, she didn't do it... except that what happens is that the two that did do it they were restricted to say very little... it's very difficult to know if it's they themselves who chose that because that's what they feel confident with or if it's chosen for them by their peers, I don't know [you didn't organize that, it was up to them, to decide who was going to say what?] yes and what actually happens is initially in the two lesson before this I'd, they were in a group together the three of them, and they just did nothing were moaning about it and so, I said, right well you'll have to go with another groups, and so not only they got may be an image within the rest of the class, I mean, I don't know, but also they joined late as well, so they were slotted in, but

(808) I'm giving them the homework now, telling them what they've got to learn, everybody's got to go to one level and some people can go further (pause)

(818) I'm telling them the reason I want to learn is so they can say how much things cost in the lesson on monday (pause).

(823) I'm saying again what the homework is so obviously some people haven't understood, after that they've told me to write it on the board (laughter) now I've decided that I can't be bothered to write it down so I am not going to, ... I'm writing in her book (pause).

(842) this is when I'm telling them, that's when I've decided to collect their

books in and then realized that they all stuck the work in their books, so this is when they have to tear it out again (laughter)... so at a later stage they'd get told off for ripping their books. (pause)

(862) B. is meant to be collecting their books, but she not able to because she is having problems with ripping the thing out of her book ... some are preparing to go home already.. they are shouting at B to come and collect their books (laughter)... having a chat with class teacher... I'm saying this shouldn't be a big fuss about this giving in your books

(887) now it's time for them to play Loto... I don't know if there'll be time to do this, actually, I think I've only got about 5 minutes left

(Second tape on the same lesson)

(002) they are setting off to playing Loto, they are writing six numbers on their books... got them quiet anyway because they were getting a bit noisy earlier (009?) I'm just laughing at her because she is covering up so that no one can see what she's written [she always does that, I remember her the other day] really she should be having help from the special need department [is she?] no, one thing is that her English isn't very good, but that's with a lot of them, but I think she's got special needs... as well... someone's got their Loto on (?) (pause)

(023) it keeps them concentrated and quiet this game, it's amazing the kinds of things you do ... I'm running out of numbers to say here, it's obviously the end of a long, hard day and I've said one number and about 3 people have got Loto... they are getting Loto now (pause)(033) I've been here whispering translations of the numbers I'm saying (laughter)... that's it, packing up their bags, putting the chairs on the table, some discovery is made out in that table, I don't know what they are laughing about, now that is the end

(039) Now, do you want to say any thing, any final remarks?

B: Just that it's really awful when you see how much you or haven't done for a pupil and what can go on without you being aware of it, you know, in particular reference to one of the girls, you know, she's just spent a lot of the lesson wondering around and because she isn't noisy she gets away with it and I don't, and I let her get away with it, I suppose, so, I mean really, I should be looking at ways of making sure that she can do more, it's sometimes it's such an effort to do that as well as dealing with the other members of the class, so when she gets to 13 or 14 and she suddenly gets really obnoxious, then she'll really, I think she really will, I think that's when you get sort of behavioral, not always but often, behavioral problems can come from that, I mean she just, I don't know how much she learns, I really don't.

SR: Beth's reflective thoughts on the second lesson

(282) I'm really starting off this lesson, I want to find out how far they know their numbers up to and as well as doing that I want them just to have a quick practice in using the numbers themselves and so I'm going round the class and making them count, I'm pointing to them and making them say the next number [how would you call this activity?] Initial number practice (laughter) because literally I'm only asking them one, two, three, four, five, six, so what they're doing is hearing and saying some numbers that they should already know and has an additional advantage in that because I'm not doing it in order of person I'm pointing to people that keeps them alert, and it keeps them concentrating, and it means that at least they are hearing numbers being said, it serves the purpose for me in allowing me to realize how far they've got with numbers; from a TE point of view I don't think before that I realized how there may be a situation you really don't know how much the pupils know, and I mean presumably I've been teaching the class for a while you've got a fairly good idea, but you know the fact that you, she could be in a situation you don't really know what the pupils know, you know you really have to check up on that, and this is something which allows you to do that in an incredible simple way and also teaching numbers there is such a variety of things you can do which surprisingly isn't as boring for the pupils as it sounds, and I will tell you this later when started a Spanish beginners class early during the week, it's not as boring as it would seem to be in the surface when you are actually the learner, so that's what I'm doing

(318) And then the stage after that is a stage that I'm not particularly very proud of which is where I hand out a list of numbers and the written words, I mean I can't say much about that because I shouldn't have done it, I mean I did for the sort of reason that you already know and, you know, I read them through and they read them through, and I really can't say anything about that because it wasn't good enough (laughter)

(328) What I'm doing here is getting to try and recognize sequences of numbers "i" words ending with "a", that sort of thing (??) and I'm trying, really to reinforce numbers again and what I'm basically doing is erasing numbers and seeing if they can tell me which numbers I've just erased and so it's really, it's very difficult to speaking in a particularly constructive way, I mean it's reinforcing numbers, it's making sure that they can recognize patterns in those numbers and that's it.

(344) This was again number reinforcement and, in a way, this becomes a sort of attempt to bring the changes and just present them in a variety of different ways just to keep them interested and keep the numbers ticking over and keep them repeating the numbers and keep them hearing numbers and what I did here

is I split the class in two teams, and then to avoid any decisions about which team number was going to come up to the front I gave them numbers so I call up number one, so that was one person from team A and one person from team B, which was number one, so they come to the front of the class, and then I say a number and they have to write it down, and the first person who writes it down gets a point, so a combination of actual recognition of the word and (??) but how quickly they can recognize it simply because they are in a sort of team situation and with this class that's fairly successful, I mean, the problem with it is that in an unmotivated class, which isn't a class like this, then having two people at the front the rest of them could just lose interest, and I mean that isn't, that's something I just probably wouldn't do in some class, but in this particular case they're well motivated; I suppose you'd say that people in competition keep them interested, I suppose, it wouldn't keep me interested, but it seems to keep some of them interested, no big deal, I mean, it's just a quite easy thing to set up, it's quite an easy thing to run, I mean I can't really say much more than that, again it's just practicing the numbers again.

(376) This is so much less structured this lesson than the previous one that I really find it quite difficult, because it's full of bits, I mean I thought very clearly with the other one, there was a progression that I was leading to whereas with numbers it's very different obviously than structures and it's less easy to find a progression and what I'm doing with this activity is even more (??) in the middle partly for the examiners visit in the next lesson, which I'm afraid it keeps coming up, (??) in the previous lesson they'd been doing work on ordering things in restaurants and one of the reasons for introducing numbers is then I was going to introduce prices and what I was really doing was having already worked with conversation in a cafe, I was actually getting them to write down an example of the conversation, so although you don't see it in this particular lesson, in the previous lesson we had sort of work orally, and what I was getting them to do now was writing down, but again I just wanted them to get it down so that I could use it for my next lesson (laughter) my imagined shame (??), that's it, so Ok, they had done the work orally before, but I was just getting them to copy this off the board into their books because I wanted, I was worried that he might check their books when he came in (laughter) and up to them they had just done it all orally, and although that was sufficient for what I wanted I was confirmed that, you know, he might start questioning me (laughter) so it got to that stage so I thought I get them to write it all down.

(417) This is doing the same activity, so they are still writing down and what I was doing just there was while they were writing things which they do at an incredible variety of speeds I was going over to see the new girl who was in my lesson for the first time and really trying to find out exactly how much she knew and because of the next activity which was something that we had been preparing

for a number of lessons, I was really trying to sort out how she felt about joining in, and it's not an activity, they are doing the activity, I'm just, I'm also trying to assess how quickly or slowing they're writing, because that was a problem, particularly here is that the ability to copy, just to copy things off the board, it's just, you know, the range of speeds of which they can do it is just something that I would never have imagined, I don't think I had any idea of the difficulty that some of them encounter in just doing what to me would be simple, sort of mechanical task, and they really find it difficult, and though the problem is keeping some up (??) when they are finished while letting the others not to drag on for too long, so (??) some of them along, that's it.

(439) The activity now is what I envisage as a sort of conclusion to little sort of strands that we've been doing previously and again it goes to things we did before in this particular lesson and so it was joining together the strands of drinks, and asking for drinks in restaurants, order in cafes, ordering things and also knowing how much things cost, which links back to numbers, so being able to see sort of something on the menu and understanding what the price was and things like that; this activity needs a certain amount of self organization and I think I learned to be a bit, a bit, not brutal, that is too strong a word, but a bit harsher about allowing them think up stupid questions and be silly about it, and because I've sort of realized their propensity for asking unnecessary questions and just to panic and to waste time and even down to this level about who's next doing the play, it takes 5 minutes to decide who's next, so I'm literally at this stage where I number each group and if that group is silly then they don't get a turn, and I'd never had done that beforehand but I didn't realize the consequences of that sort of behaviour, so what they've all done is they've all had examples of conversations in a cafe and they have written their sort of little plays, inverted commas, about ordering things in a cafe and they just perform it to the rest of the class, which on the whole they don't seem to mind and I think some of them actually enjoy it to great length to have sort of props and things like that, and the other thing they do is that it allows some of them to produce some good work, where they really extended their knowledge beyond the basics I may have taught them, I mean some of them are monosyllabic but some of them are really quite good, and they are sort of talking in proper sentences and that sort of thing. From their point of view I think it's enjoyable and it certainly allows them to bring together different areas that they may otherwise not being able to bring together; from my point of view, it gives me quite a good idea of what they've actually learned, and again the range of what they've been able to produce things, yes, but it makes you realize how little may be they've picked up, or how little they want to produce; from a sort of teaching point of view it's the nearest you can get to providing a practice situation, I mean it's fairly far removed from reality but

it's the nearest you can get, you know, they maybe they'll remember, you know, that they did this role play, and they can, maybe, remember some of the phrases, yes I don't think you can get much nearer than that, and, you know, it may give them a bit of an idea, that's not being very optimistic about it (laughter), but it's better than nothing and I think it's not something that I ever did at school any thing like that and I think it's quite, I quite like it, they get very keen about it and it takes them away from just repeating sentences that I've just said, you know, they actually say something I'm not involved, they're on their own, and from the point of view of them organizing what they present, they had, you know 20 minutes, they've decided among their friends what they're going to do and then they do it, that's it.

(518) I mean I always find it difficult to find something that I haven't said a lot before hand, you know, I'm finding a bit difficult to think of new things to say, the only thing that it [this activity] has made me realize is the different structure between the two lessons and as I said how much more structured the first lesson was, I think very much in the first lesson, there was an idea of a beginning, a middle and an end whereas I didn't feel at all in the second lesson, although I was aware, may be not to such an extent, but I knew it would be a sort of straightforward, so obviously I would be interested to know how much that (??) to the pupils, I don't know, at the beginning of the second lesson I explained what they'd be doing, so may be that help a bit, but it also made me realize how much I was changing things, because what was happening in the next lesson, rightly or wrongly, but again if I was in that situation I'd do it, you know, tough (laughter), if I had an inspector coming in, you know and I wanted them to do a certain topic, then they just had to learn it and (??) I mean, it's very cynical but that's the truth, you know.

(545) The other thing I was going to say again may be a bit off the point, is sometimes when I'm doing something like numbers and doing something very simple I think "God, this is the most boring thing, how can they possibly bear it?" but I've been playing some games with numbers in Spanish at the beginning of the week, which were numbers that I even knew and it's quite surprising how much you concentrate, I mean it really is, I mean the simplest number games you can do it for 120 minutes, and that was group of 25, no, I should say of ten adults sitting there, counting one, two, three, in Spanish, you know, 1, 2, 3, 4, 5, 6, so that was quite interesting actually, that's it.

Final Interview

17th June, 1991

(Side B)

(003) I think I'm more aware, at the beginning I wasn't sure about being a native speaker and which was better and I think now that people that are native speakers have it much easier, I mean, purely on the fact that there are sort of cultural references that they can bring which means that with my 18 months that I probably spent in France I can't, I can't bring as much as I used to be able to, as I could if I was teaching English in another country and I think that's definite how people work, but I don't think that that necessarily means that you can't be a good teacher and be teaching a FL... I still have problems, I can't remember that I had problems with this originally, but I still think that it can be quite difficult justifying the teaching of a language to certain sectors of the public, of the school population, although I could now justify it theoretically more easily than I could have justified it on, two terms ago and I'd probably justify it in a different way that I would have justified two terms ago, I mean three terms ago. I would probably have gone on about this vocational usefulness of being able to speak another language, but I wouldn't use that sort of justification now, I mean, I think the only justification that can be is that learning a FL has a certain amount of status and esteem attached to it and that to deprive sectors of the school population of giving them that status is unacceptable and that you have to go to that sort of theoretical thing of what you can learn from learning a language and learning about rules you can also sort of learn to value other cultures, and when they said to me in my interview I thought "oh what a lot of theoretical rubbish" (laughter), but it's the only way, I think it is the only way you can justify it, because you can't justify just learning French, because you may travel to every, to lots of countries in the world and never need to speak French and I remember in my interview, they said how can you justify teaching French to kids who don't want to learn French or whatever, and I started talking about 1992 and the Common Market and I actually think that that loses its validity, I think a lot of people still justify it outside teaching or whatever along those lines, and I don't think it's actually valid, because, to be honest, I think English is the prestige language, internationally, because of the States, and I mean I think that's how I've changed in that way, whereas before I'd say "oh it would be so useful when you get to France on your holidays", I think that's a lot of rubbish now, you know, I really do, you can only justify along those lines at such a minute level, you know, you really can't, that I think you've got to look for a better way to justify it, but I was asked at the job interview about language learning and about language

learning and about motivate, you know, a group of 3rd years or 4th years who would normally have given up French and I still have difficulty, I still don't know how to do it, so, I mean, if you are teaching them English, you know, there is the prestige that they want to understand pop songs, I mean, the lowest common denominator, they want to know what Madonna sings about, and you haven't got that, you know, it's a kind of arrogance about the English youth culture that you don't have in France or in Spain, they want to know about American and English things, which we don't have, so in that way, I mean, if you think about that too much you get quite depressed because you can talk yourself out of a job (laughter) .

(047) The other thing that I'm still unsure about is the communicative approach to language learning, which is, in theory, what everybody talks about, that's the pedagogical approach of the moment which seems to be, and I have doubts about whether it actually would make it more difficult for people to learn languages, the other thing is having a background of not finding languages particularly difficult, the reality actually in the schools of what you can get through was quite a shock probably and that wasn't at a school where there was discipline problems, I mean I didn't have problems of actually going (??) to anything, and I think that was quite a shock: the actual difficulty that people have, you know, what seems the simplest of memorization task and they are not and I mean I suppose I started to learn that [when you say that a communicative methodology makes it more difficult for the students, do you say that because you've been using the communicative method?] yes, I have, and I've just seen situations when you get to the stage of just having phrasal learning without the pupils actually understanding individual words within that phrase, I think I've talked to you about this before, and I just don't know whether by avoiding too much emphasis on rules and fitting words into patterns, and things like that and just relying on talking to them in the target language, I just wonder if that makes it more difficult, because I haven't seen a school where, where I went for my TP which was a fairly sort of communicative [different degrees of communicativeness] approach I saw a lot of kids who some of them, you know, were bright enough [and yet] didn't have the ability to, they couldn't understand that certain things were transferable and that they could adapt things and switch them into different sentences and I was not convinced about that, I mean, the school I'm going to be teaching is, they sort of talk about communicative approach, I mean, maybe I hadn't really understood fully what the communicative approach means, I mean I certainly would use the target language in the classroom more now that I would ever imagine that I did at the beginning, but I certainly am not of the belief that grammar should not be mentioned, I think at the beginning I thought you could not mention, I can't really remember what I thought, have you got a transcript? [not with me] I'm not very sure that I said that

(082) G: In terms of learning again, and you've been talking about the motivation that seems to be necessary for the learning, do you think of other things about that learning process, what it involves.. [on the pupils' part?]

(087) I think, I mean, some sort of clarity of the way things are presented, again that's something that I just underestimated, the amount, the time it can take to explain even the sort of the simplest of the points and watching the videos I sort of repeat myself about three times, and again that was with a really motivated class, so I think that's, so you know you need absolute clearness to go, you have to go beyond your presumptions about whether something is easier or not because to me, I mean, and this is, I think, where I wasn't sure about the native/non-native speaker, but to me however good or not my French is, there are certain things which to me are so evident that they become instinctive and then you have to really think about how they appear to the learners and I think that was something that I didn't realize: how clear you have to be with things and how long it takes to learn some things, I mean, watching my videos I was so bored because, you know half an hour would be doing activities with the colour of somebody's hair and, you know, and I really can't believe that, you know, when I was teaching, that the kids seemed fairly interested, like it was all new stuff and that is definitely something that you don't realize, you know, I just think, "Oh! God it's so boring" but they actually seem to still be finding it interesting [when you mean clarity, what do you mean "clarity" in which way?] I mean in presenting new material in the simplest way possible and even the level of classroom instructions about what you want people to do, about how you want them to move around the classroom, I mean, that sort of thing, I think I'd be a lot more decisive about putting people in groups or putting people in pairs if they couldn't manage it themselves, I'd be more sort of "right, you are going to do this, you are going to do this" rather than just sort of letting decide for themselves. I think I underestimated the potential for chaos in a classroom and also, you know, because you, especially the younger ones they are really straight from primary school where they just really don't have... they have a very different sort of educational methodology and then suddenly you put them in a classroom with a row of desks and you expect them to fit in immediately.. I think I'm much more aware that there has to be rules for doing things, things just don't happen because that's the way you behave, you know, there have to be rules, you know "you do this and then you do this", I mean, I even had to spend 10 minutes teaching a class how to use a tape recorder, and that sort of thing I just never, I wouldn't have thought of it, it's not necessarily that I would have dismissed it but I just wouldn't have thought that those were all the kinds of things that you had to do before you can start with the language, you know, amazing (laughter) [anything

else about the learning?] you mean the stages by which they actually learn things? I know that I should be able to say something about it, but I can't think, now I can't [the ways, not the stages but the way people learn languages?, in a way which is your theory of language learning?] I think it's a combination of, I mean, I just think it is combination of sort of things that I would never have done when I was learning such as role play, let's all pretend we are all in a bus going somewhere, I mean, that sort of thing, I mean a combination of that and more sort of formalized writing, and things like that, I think I wondered at some stage, we've been sort of presented with some miracle trendy modern way of teaching things, where they don't have to write, they are sort of immersed in the language and I just think, I'm probably, I may be quite traditional, you know, I don't feel at all that I'm a trendy teacher (laughter) and that I'm quite traditional about things, if any thing, there were things during my teaching practice where if I would have, if I hadn't been at that particular school, I might have done things in a more traditional way, you know, although there were things such as the role-play that you saw, that I actually liked a lot, there are other things which I really think could have been, I may have taken a different approach in a different school. And that's the other thing how you have to fit in with the ethos of the school, I don't think you can have, and obviously we've been trained, but I don't think you can have too many really rigid opinions on things, because I just think you have to fit in one with the ethos of the school and whatever it fits in with a certain group of pupils best, I just I had such different classes, you know, there were some classes who couldn't organize themselves to turn the tape recorder on, and then there were some classes who could just sort things out very quickly. The other thing which was unexpected was the range of abilities and the way some people just pick up languages, and they can fit in, they can reproduce what you've just said to them, they can imitate accents and then there others who just haven't got a clue [and that affected..] yes, and it affected the sort of lessons I did as well and I had to make sure that I had to give lessons where pupils could actually work at their own pace, within a sort of structure that I sort of laid down, you know

(158) So what's language for you now, how do you see language?

B: language in the abstract? [foreign language] I can't answer that, can you? [ok, I don't want to put any words in your mind [laughter] yes, within which context? [we are going to talk about language in general terms and then we can talk about language in the classroom, ok?] Right. [So if you want to talk about language in a general sense] I think, although essentially I see - and may be this is different from something I've said before- essentially I would still see it as a method of communication, but I think there is a lot of stuff that comes with that such as, which I haven't necessarily thought of, such as culture and things which although

they may be foreign to your class you can use them to reflect back on the class, that you can use them, for instance in a language awareness kind of way, you know, you can say, you know, this is one culture that we value and again this is another culture that we can value, so I mean, I see language now as, no, you see that's language teaching we're talking about, mmm (??) I have to think about language because I really don't know, what else can I say about what language is? [what do you do with language?] well, you teach it [laughter] [what else can you do with language?] but how can you go beyond saying communicating, I mean? no, I can't.. [ok think about the language in the classroom then] [how does it come across in the classroom, what kind of language ...] is used in the classroom? [after having been teaching a little while, how do you see language in the classroom?] you mean as something which needs to be learned? [yes] mm [at some point you've been talking about patterns of the language] I think, oh dear, I don't know, on one hand, I mean, I think we're encouraged to get our pupils to see language as a very, I mean, it's obviously very practical, something practical: when you go on a day trip to Bologna you know how to order something in a cafe and when you do this you'll know how to do this {analytical thoughts: "language as practical activity" or in more "theoretical terms" language as a pragmatic activity" ???} but I think that can start to fall down as a means of teaching: one in this pretence that is all very realistic is in fact unrealistic because if you're 15 you don't go and book a hotel room, on the whole, so on one hand you've got this, you know, pretence that it's all terribly realistic and when we go off to France we're going to be able to talk to people, but on the other hand I think you've got language as... it's almost as if you can start to demystify it, because language has a certain..., if you don't understand a language, it's quite, it's a very foggy area, and you just don't know what's going on and I think you can undertake a certain amount of demystification of it, you can say: well, it's patterns, it's formulae, I mean, you can't always fit it into something like that, but someone said to me : "languages and maths they are really..., there are a lot of similarities" and I think on a certain level you can define it like that, but that's leaving out all the bits about culture and how language develops, do you want to ask me a question? [laughter] [you've talk about patterns, you've talked about culture related to language, about language being practical in certain situations as well, any other thing that comes to your mind when you think about language?] (in sotto voce) I'm not talking in a very flowing way (pause) no? I can't think of anything, I find this very difficult, this is not easy at all.

(222) G: When I asked you about learning a language you've been talking about teaching as well, but I don't know whether you want to add anything more to that and say something which is new from what you've been telling me in the last few times we've seen each other?

B: No, I mean, no really, it's so much more difficult to talk about it, when I talk about it I start thinking that I'm quite an inadequate teacher, but when I'm in the classroom, I mean in a way, you may be don't question enough, but when you are in the classroom I don't think I'm bad, I think I'm OK, it's really odd, may be it's just that I don't use any sort of intellectual (??) it's so different talking about, when I'm talking about it, I think: "oh! my God! I don't consider this when I'm about to teach a lesson, this is appalling, I'm rubbish" but when I'm actually there, when I'm actually doing it, it feels OK, you know, it's the same as when I'm watching the videos I think : " Oh! no, you know, I did this and this is appalling" but when you are actually doing it it feels OK (joking + laughter) so you've destroyed my confidence...

(241) **G:** In terms of your learning, the process of learning to teach now, you said a few things when you were watching the videos, what do you think was the most important part of the course for you?

B: TP, I mean, yes, because even now, you know, you think if you haven't taught for a while, I mean I was actually sort of thinking: "Oh my God! what on earth am I doing being a teacher?" but when I'm actually there, then it's OK. It's quite an odd thing, I haven't had it in any of my jobs before, anything like that, it's totally different, and it really is and it's like if you don't do it for a while you just start thinking, you know, "can I do it?" I mean teachers have said this to me and I remember my mother after she had the summer, she is a teacher, after she had the summer off school, the day before and she'd been teaching about 20 years, right, this puts me off, I mean, and the start of the autumn term, she used to be in a really bad state, it's weird, it's just so different from other things, it's got this weird feeling that you get out of practice and you can start to doubt yourself, it's very odd thing to want to do [laughter]

(259) **G:** what was the most pleasant moment you can remember?

B: Of the year? [yes] again, it's something on TP, I mean TP overshadows everything, both in terms of the horror and in terms of pleasantness, although I think you have to have the methodology bit, the best bits were when they said things that you actually taught them and one of the best things that I might have mentioned it to you was a girl in the class who didn't speak any English and who started saying stuff in French, and that was, that was really good, and also, I just, you just get, I quite enjoy, it might sound a bit corny, but I quite enjoy the contact with the pupils, yes, I mean there is sort of, I don't know, you don't sound meglomaniac or anything, but when you are actually a teacher you are in a certain role which I think it can be a very positive role..

(276) **G:** What was the most frustrating?

B: The most frustrating was with one of the classes that I had, and the realization that you just can't expect to like all of your classes and even though I was the

same person walking to every class, the reaction can be just different from me and from them and I had a class that I didn't like at all, this horrid thing, I mean, I just, I mean I'm somebody you saw me teaching and my tutor saw me teaching and he just wasn't aware of it, you know, I had said to him, you know, "I hate them" and things like that and there was a small group in that class and I mean, one of them went away to a sort of special school and things like that, and I just didn't have a good rapport with them at all and to be honest with most of my other classes I did have a reasonable relationship, but I think that that was good that that happened because I know that not all the pupils are the same, you know, some are going to hate me and I think that's quite a difficult thing to come to terms with, I mean you have to come to terms with that in your professional life, it's a part of human nature, that not every one is going to like you and I think that's particularly apparent when you've got a 12 or 13 year old who doesn't like you, and I think that's, that was the most frustrating thing because I just didn't, I'd go into every lesson and I think: "today I'm going to just not be as horrible to them as normal, and I'm going to be really nice to them" and then start doing something and immediately I change, but I mean, I don't care, I'll be like that, you know, I think that's, yes, that's the other thing that I don't want to take it all so seriously that any slight failure makes me ill because I think you have to be realistic about it, but that's the frustrating thing, I guess it's going to take me years to be a good teacher, it just takes ages, you know, you go into a job and in three months you've got it sorted, you know, filing cabinets or whatever, but you've got it all sorted out, but it just feels very different in teaching, a long progress

(308) G: What was the most worrying moment?

B: Worrying? [if there was one] well, I mean one of the most worrying things is the sort of, every now and again and this happens mainly in my second TP, because on the first TP you think: "oh, well I've only just started" you sort of, but there is quite a lot of pressure on you for your second TP that when you are in your second one you should be a bit more sussed (??) about things, my most worrying moment was giving a few fairly rubbishy lesson and suddenly thinking: "I thought I had it sussed and I haven't" and I think I went back at the beginning of my second TP, I thought I had it sussed and the realization I won't have it sussed for years, that's one of the most worrying, I thought "God, you know", and occasionally sort of thinking, and another worrying moment was right at the beginning because I was worried that I might hate teaching, but I think that's the same for everybody, it's that they've made a commitment to a course for a year and, although you can drop out, it's such a totally weird experience start teaching, you just don't know, and some people just hate, can't bear it, they feel totally unnatural in front of the class, and I don't think till you've done it you can know whether you will feel unnatural or not, and as I said you before, I now, I

mean if you said to me a year ago the kinds of things I've done on my TP, I'd just say: "Oh, no way I would do something like that", a bit effective in strange ways, you know that sort of thing

(334) G: and the final is, how has the research activities affected you?

B: [laughter] [emotionally and professionally..] If I thought of the negative sides, the negative sides are there were times when I really thought: "I just can't be bothered with it", you know, for instance the time I was being videoed and particularly because it seemed that the second TP was quite short period of time and there was a stage when I had you coming in, external examiners coming in and I had my tutors coming in, and I really thought to myself, you know, there were times when I felt really tempted to phone you and say "I'm very sorry, but I just can't handle all of this, you know, it's too much pressure" because however much you would say to me I just want you to do a normal lesson, there was without doubt more pressure just because you were there, so even if I didn't change my lesson plan, I would be more nervous about it, so that's, other negative things: there were times when and again I'll contradict in the positive things, there were times writing the diary when I just would think: "I don't know what to write, I'm just not going to write anything", and then I thought: "Oh God, I have to write something" so I think that's that aspect of it as well, and you know, some of the questions that you've asked me I really find very difficult, I don't know whether I'm intellectually not functioning, but I actually find quite difficult questions to answer; but on the positive side, I think it's very important to question things and there are things that I don't think I would have thought about it if you hadn't asked me those questions originally, it's actually been very interesting to see myself on video and although I'm sick of that video now [laughter] it's actually very interesting to see myself, and there were things that, actually decisions that I, or things that I would do differently another time but I have picked up from watching the video, so you know, although at the time of filming the video I was thinking: "Oh my God!" in hindsight, I mean looking at the videos now, I think they are actually very useful and certain things that I've picked, I've sort of seen when I'm in the classroom that I was unaware of at the time and that's about it, you know it's a mixture of good and bad really, I must say I don't regret doing it, I mean, but I think, it's just, sometimes your reflection makes you question yourself and that can be a good thing but it can also be a negative thing, you know, when I was saying to you in the classroom I feel OK about myself in the classroom but when I'm thinking or looking at myself in the classroom, the first time I saw these videos I was quite depressed, because I thought: "I don't know about this and I don't know about that" sort of thing, but perhaps I was just too critical

G: Any final thoughts?

B: No, I mean not really, I just thought of something else to say, and I suppose this is a positive thing about the research, is that I had said things that I wasn't

really aware of, you know, may be they were subconscious, I said something a bit earlier about TP or something, I can't remember, but just saying it is like a revelation to me, because suddenly I think: "Oh, you know, I wasn't really aware that that was what I was thinking", so, I mean that's a good point really about the research, because there isn't much chance for that self evaluation, I mean not very much goes on at all.

Appendix Four. Rachel

5/ 10/ 90

1.15 pm

small room.

Transcript 14/10/90

This text includes the original interview transcrip and the written comments Rachel added to the transcript. These carify her initial ideas. The added comments are typed in italics.

R. How often would you like to see us?

G: It would be this time, now, and perhaps one more before you go to your TP. It would be something like 3/4 times during the year if that is OK with you [and it would be just talking with you, it wouldn't, do you want us to prepare anything?] No, don't prepare anything, I don't want to add new pressure to your work in the course, I know the course is difficult, I know that you have a lot of pressure already.

R: I would like to know a bit more about your research.

G: OK, did you get, do you want me to say a bit more about that? Right, it is basically about the process of learning how to be a teacher. There is a lot of work being done about how people learn a FL, but I think research should also be done about how student teachers learn how to teach it. So, that is in what I am interested in. To have a look at the process...

R: Are you researching other students who are going to teach other subjects or just FLs? [FLs]... how they see language and how they go and teach it?

G: Yes, looking at that process would involve to see what is... what you bring with you: regarding your ideas about learning a language, about teaching the language and about the language itself. Then We will see how those ideas change along the course of the year and how those ideas are reflected in the classroom. [Who are you interviewing?] Well I am interviewing the people doing Spanish. There is one person who said, that because of time pressure she couldn't do it, but everybody else has agreed to do it.. But there might be people that decide half way through that they don't want to continue, and then well, that is fair enough.. [have you got any ideas of what you expect to find] Well, the kind of research I am doing is qualitative, so that means that I start the research with a very open mind, to find out whatever it happens to you... well, I mean I haven't got an empty mind ,

and I've working with teachers. But the way the research has been designed is not, rather non-designed, it is the kind of research where I won't ask people to fill in a questionnaire I design before hand... I am just looking at what you think, so no preconceptions [laughter] [shall we do it now?] yes, if that is OK. So I've got three broad questions that I want you to reflect about... The don't imply any sort of evaluation and this does not have any influence in your course [so I can say stupid thing..] that's right, you can say anything, nobody will know that is was you who said it, because you will be called a different name for during the project. Do you want to choose your one name? Rachel], How do you spell that? [laughter] So none will know that those words came from you [right]... Another characteristic of this type of research is, because it is not fixed the kind of question that you ask may vary from person to person, and a question that I didn't ask the previous people is their reactions when you got my letter. I am interested in that: what were your reactions?

R: I am going to be honest: I didn't like the fact that the university had given my address, I didn't know anything about you, or what you were doing, and I just felt a little let down that the university had given my address, my home address. First it was that, and then I thought it would be quite nice to help and I thought the research was quite interesting, but it was the means of contact and the fact that you hadn't put your address, and I didn't know you... Now, that I've learned about you is OK. (overlapping)

G: OK, just to make you happy on that side, eventually I did not get your address, I thought I was going to get the addresses, and that is why I said that I would get it from your tutor, but he did not have them. So I went down to the registry - my supervisor had suggested that - and I asked whether I could have your addresses, but the lady there said that she would address the letter herself, the university has this policy of not giving students' addresses. Now the only addresses I've got are from the people I've spoken to so far [That was why there was a different writing] yes, that's right. Yes, that was the way it was done, OK] Any other questions, what about the way I said I was going to meet you?

R. That was funny [laughter] [I don't know, I must admit it sounded a bit, I even thought it may been an old friend trying to contact me... reading the Guardian in a white coat, sounded a bit, I don't know [Well, it was meant to be funny]..But I must also say that my boyfriend who's been involved in doing research, I handed the letter to him and asked him 'what do you think of this?'. And he thought it was quite a normal way of going about things. He didn't see anything which was strange, only that I was not used to [laughter]...

(086) G: When you are dealing with people, the question of gaining access is very difficult, and you know it, there had been a number of people that had warned me about the difficulty of this stage, but only when you go and do it you realise how difficult it is ...

R: Yes, there may be people sensitive like me...

G: I know, but we all are, people are... Right good, now if you can say something about your experience of learning, I don't know what language you want to be talking about French?, what did you do as a FL, you didn't do English or Spanish as a FL, you did French [yes] so perhaps you want to say something about that, but you can also say something about your other languages, especially if you were learning them in a different context

R: French, I started French when I was... it was not in the normal when I suppose other children start learning it, I, I when I did my exam to get from primary school to secondary school, they decided that they were going to put me up a year, so instead of going into the first form, I went straight into the second, from junior school. And it was suggested that, perhaps, I should get some tuition in French and Latin, I don't know why they chose those two. So when I did my introduction to French it was a few private lessons with one lady during the summer and to be honest I don't think I remember very much about how she went about it. I know that we looked mainly at grammar, she picked out grammar points and did some translations, but I don't remember much....

G: And do you remember something not about the teaching, but about the learning process, the kind of things you liked or the things you felt that were useful in the actual business of getting hold of the language?

R: I think I enjoyed it from the beginning because it seemed fun, it seemed like a game.. Oh I wish I had a better memory [laughter] I mean, also, I never thought at that stage that it would be something very useful to me outside the school curriculum. I only saw it as a stage that I had to overcome to get me on to the second form, and the faster I could do it the better for me when I started school. So I don't remember regarding it as useful outside the school. [And after that you went into secondary] I found that I was going to be a bit scared that I was going to be left behind because other people had done French and then I found that I was a little behind in things like vocabulary that they had covered that I hadn't. It was still fun and I don't know what to say... [anything than you think is important when you are learning a language?] The other thing that I noticed at that time was the textbooks, they were absolutely ridiculous, they didn't have very much to do with us, our needs, interests and we just used to laugh and think "what silly situations", you know? And then my views have changed a lot, and if I started now I would be more critical of it, the context in which it was taught, the books ..*[What I meant here was that if I were put into that classroom again, with the knowledge I have now about teaching, I would be a lot more critical of it. At the time, however, it seemed for the most part fun, and although the textbooks were a bit old-fashioned, I never thought there could be a better alternative way of going about teaching French].*

G: And can you see any difference between the way you were learning French at school and the way you were learning English or Spanish.

R: Well yes, [did you see that as two different things altogether]. The way I was learning English outside the classroom, I don't think I thought of comparing the two. I mean English just seemed to come without any formal learning and I remember thinking... well, my parents had private classes for me to learn English and that was quite useless I didn't need them at. So it was something completely different to me, I didn't make connections between the two ways of learning, that's all as far as I can remember [yes, sure]. *I don't think I remember looking at myself as a learner of English and as a learner of French and comparing the two, although I had regarded the idea of having private English lessons (which my parents had for about a year) as superfluous. Sitting in on my parents' classes was only interesting in the sense that we could help them. Watching them go through exercises and questions in textbooks seemed a slow, laborious process. I was only 10 at the time, and hadn't started French yet. Once I started French I think I compared two languages (French and Spanish), but not, again, viewing myself as a learner. I compared them in a very quick practical manner every time a new word or structure turned up in French. I was able to say - "yes, that's just like Spanish, I can remember that" or "that is a bit like Spanish" or even "that's not at all like Spanish". These were really quick thoughts that flashed through my mind before learning anything or attempting to memorise material. I remember also feeling privileged in having Spanish behind me because I felt it gave me a headstart over the rest of the class. I think it may be relevant to point out that I didn't feel I was learning French at the same time as English. By the time I entered secondary school I felt I had an almost "perfect" command of the English language, at a par with my classmates, and only the odd word would sometimes crop up which I had to ask for help with. So when I started learning French, English rather than a language to be compared with French, was a tool for learning French.*

G: Do you want to say something about your French at college from the point of view of you, how do you reacted to the kind of things you did, things you liked, things you didn't like..

R: I didn't... perhaps I should have prepared this [no, no]. At college we had very little teaching in the French language, but by then ... there were conversation classes, I do remember we had an assistant in the fifth year at school, and that was fun I really enjoyed that, and that seemed to start making French more relevant, more interesting, we would get involved in discussions and do projects and things... I don't know....

A bit more about school first. Looking back, I would say that I was lucky in that my motivation for learning French didn't necessarily spring from the way it was taught. I was quite 'hungry' for the language and I wanted to do well in class.

Now I do wonder what my French would have been like if all my motivation had had to come from the teacher eg getting good marks in endless, highly frequent testing, suited me fine, but if I hadn't regarded French as an intellectual challenge, I don't suppose I might have regarded it as useful, or relevant to my needs. I don't think it was presented to us as a tool with which to do things. It was simply another subject which for me was fun, like maths was fun, but not fun because I could do useful things with it. I don't think I was at all motivated by the idea of doing things with this new language until the possibility of going to France became more real in the lower sixth. After my first visit to France, the language held an added excitement for me.

At university my French degree concentrated to a very large extent on literature. I didn't mind this at first. It was in the lower sixth, again that I had found a new pleasure in reading real books (!) in French. It was a wonderful feeling. I wish I could describe it because it really was an important discovery for me. It was a mixture of satisfaction in realising that you could read real things in a foreign language and (more importantly) there seemed to be a heightened, more sensitive pleasure with the reading of each new word- each word was savoured in a way that didn't happen in English. It's curious that I experienced the same kind of thing with Spanish some time later. I was happy to pursue this pleasure at University and thought (quite wrongly) that my French language would take care of itself during the course. Our language work at University was ridiculously scarce. I think tutors believed that this lack of tuition would be compensated by a year abroad and whilst this worked for some I can safely say that it didn't for many others. Whilst I gained a great deal from my study of literature, and I don't regret choosing this course, I do feel there was some degree of short-sightedness about the language aspect of it.

We had one hour a week of Prose Classes- these were sessions where we corrected translations from English authors which we'd do ourselves during the week. I found these classes extremely tedious. The original English texts were of a very literary, formal, often descriptive style and the tutor would spend the hour correcting, one by one, each of our grammatical mistakes. I remember thinking that I might as well be asked to go through a French reference grammar in my own room although being able to pose questions was useful - when we had the chance. It wasn't really a matter of appreciating the original and getting right into it in order to make the French version as beautiful or effective or cohesive. At least I didn't view it that way. I felt the translations were just an excuse to make sure we looked at our grammatical mistakes- a means of throwing up our grammatical difficulties but I resented having to do this through literature. These weren't translation classes, the emphasis was on getting the grammar right. There wasn't time in an hour to look at different

interpretations, nuances, etc in the two languages. We might as well have been translating single, unrelated sentences. It's funny that since leaving University, I've done some translation work and loved it but there appeared to be little in common between translating for these prose classes and translating for work- two different tasks altogether. If throwing up difficulties in the language was the objective of these translations I've seen much better and effective ways of doing this in textbooks which prepare students for the Cambridge Proficiency Exam. I hope I haven't gone on about this for too long, but I do feel very angry about the way these language classes were carried out. Also I feel that my love for speaking French was somehow spoilt in this course.

Once a week for an hour, we had the opportunity of optional conversation classes. this was useful and here I felt I had the opportunity of rescuing my oral French and look after it a bit. And hour for 5/6 students seemed so little though. I do remember thinking that I simply didn't have the time to speak as much as I wanted to. We'd be just getting warmed up into the language when it'd be almost time to go. That hour a week was the only opportunity we had of hearing and speaking French. These conversation classes seemed in a way, like pursuing a private interest, almost alien to the course. I do feel that this type of class, if it had focused on making us aware of our grammatical mistakes a little more would have been far more useful to me in polishing my French than the prose classes.

G: That's fine, there is no right/wrong answers here, this is talking about your experience ...

R: I wish I had a better memory [yes, I can sympathise with that so don't worry]. I'd like to remember how I learned English, that is a mystery to me, it just happened, I'd like to go back and know how I did it, and also I just can't remember the different stages...

G: Right, now we've talked about learning, about your own experiences as a learner of a language, we've also said something about your teachers. Now looking again at your own process of learning, can you make any difference between the kind of things that were expected from you in the classroom doing French were different from the - did you go a year abroad to France?- and the kind of demands that were made of you when you were in France learning the language in a more natural situation were they different from the kind of things that were expected from you in a classroom?

R: Yes, I mean, I remember a very embarrassing experience the first time I went to France, I stayed with a French family for a week and we were at the table and I wanted to ask for some butter and I came up with something very formal, very polite, and they all laughed at and, you know, that's how we were taught at school. Then when I was an assistant... it was completely different, I mean it was completely different to go from learning verbs, structures to actually having to talk to people. We hadn't done much work in listening... and that was difficult.

Perhaps that could have been improved when I was at school and... Also I don't think we ever learned at school how to - this might have been different at college, at university - how to do useful things with the language, we never learned how to get a train ticket or... that was the problem with translations. So that was something you had to learn from scratch. *In my first visit to France, at the end of the lower sixth, yes, I did find that different things were expected from me but I suppose that what I had learned at school had equipped me to make these modifications because it was easy to do this. the learning that took place in the two different environments (school and France) are so distant from each other. As a 'teacher' now it worries me that even the most realistic, meaningful type of classroom activities that I can possibly imagine, will ever manage to recreate the incredible experience and excitement of learning the language abroad. I do realise that the two learning processes are completely different in terms of time, input, practice, etc. but it worries me that I lack the power to, albeit artificially, reproduce only the excitement of the experience even.*

I remember the pleasure of being able to speak 'freely' - realising that I could let my thoughts run in French and not have to concentrate on just getting the right tenses, for example in one isolated sentence AND I'd be understood AND I could understand. That was an incredible discovery. During my first week, when I spent time with a family, I took it as a personal challenge to get every single word I uttered right, but when I went to Paris with the daughter of the family I found I wasn't really expected to produce perfect sentences- in fact people were surprised I spoke as much and as well as I did. I remember the first day I went to buy a loaf of bread on my own. I practiced what I was going to say all the way to the shop in order to get things just right and I was amazed that the shopkeeper understood me straightaway. So I think I did start to relax about absolute perfection and at the sometime began to feel more and more confident about doing things in the language. What I couldn't remember, however, is to what extent and how I managed to progress in 'accuracy' as well as 'fluency'.

I remember that a very important part of the learning process during that first month abroad, or at least one which I valued a lot, was discovering bits and pieces about the country, people, day-to-day living and being able to see all those things through the language. Silly things -learning names of food at school was nothing compared to finding a list of fillings which you may choose to put inside a crepe which you were really going to eat. Or finding out all the different hairdressing language for a visit to the hairdresser. All this new language just seemed to stick during that month and I know that the progress there was enormous.

I must admit that I don't remember that hunger for and satisfaction with language during my year off in Northern France. This may well have been due to

the fact that I wasn't specially happy during this time.

Having done the RSA Prep, when we were very encouraged to adapt certain ideas and methods of teaching, and having had two years experience after this course, I feel that I really want to test those ideas, compare them with alternatives. I was convinced about the method presented to me and found it fairly successful and coherent. Also I found underlying this method, a philosophy of respect and understanding towards the learner which I consider very appealing and positive. I would be easy for me, therefore, to say to you that that is the way I wanted to get my aims as a teacher 'into action' but I need time to explore more deeply into those ideas. Mixed ability teaching, for example, I see reasons for that and respected them in my classes with a fair amount of success. but I'm not 100% sure about it. This may be a bit ambitious but I feel that I've been presented with theories first and then encouraged to put them into practice, and I want to do it the other way round this year. I want to practice first and then work out my own theories.

G: OK, that's fine. This is difficult, trying to look at yourself after this gap of years. But do you remember things that your teachers used to do in the class, or perhaps, can you think about your best teacher, of French and why was she the best teacher .

R: At school we only had one French teacher and think I just liked her because I liked French and I wasn't very critical of the way she was teaching. She was really into songs, that was one thing I didn't like, she made us learn silly action songs and sign them in class while the assistant, on the other hand, tried to present us with songs that we would like because they were interesting, not simply because they were in French. I don't remember doing very many activities, it was just... grammar was presented and then we would get on with exercises in the classroom, I never remember playing games and authentic material was never, never brought in, it was always a textbook that we worked from.

G: And do you remember anything about the kind of relationship that the teacher had with the students? Was it very formal?

R: Yes, it was very formal but that relationship changed in the 6th form. We would sometimes go out with the teacher, but that was a special treat, to be with the teacher outside the schools. In general, the relationship was a very formal one , quite distant and if you wanted to speak in class, you had to put your hand up.

G: Now, you've decided you want to be a teacher yourself, do you know the kind of teacher you would like to be?

R: The kind of teacher I would like to be? [laughter] I'd like to be a good teacher, I'd like to make sure that... what I want to do is explore methodologically what is the best way to be a teacher, so I regard this year as an opportunity to try to

explore a little bit and I hope to be the teacher that I am not I hope that, the obvious things is that I can interest children in learning languages, that I can make languages meaningful to them and have a good relationship with the students..

G: Any idea of how you want to get those things into action?

R: I am not sure, I just did a course - a one month course- on how to teach English and I've ben teaching for a couple of years, and, at this stage, there were things I feel that there are things which are suppose to work, that you have to put into practice, but I am not sure that I know how to do it, I want to explorefor a while: placing students in group, mixed ability groups: the more able would be able to help the less able, the more able would be in some way motivated in some way by this group. I know that I want to explore that, I am not quite sure about that what, I haven't seen that...

G: How do you think this course is going to help you?

R: Well perhaps they can give me a year in which I can pursue teaching interests, and not worry about having to go into work from 9 to 5 in another activity and then being able to read about teaching only in the evening, and I'd like having the time to explore by reading and I'd also love to try different things and see how they work, I am looking forward to my TP and I'd welcome lots of feedback, I mean I expect a lot of feedback from the people who are observing.

G: Now, how would you define language, what is language for you, in general terms, not the language that we find in the classroom.

R: Well, it is a means of communication, it is... I don't know very much about this [yes, just talk about your own intuitions] In my experience I don't just switch from one language to another and all that happens is that different words come out. There is also something else that goes on, and I am not sure quite exactly what goes on but some people have told me eg I'm different when I speak Spanish and when I speak English. I think language provides a framework for your personality, the way you see things, I don't know, I don't know exactly what it is, a different language can make you see things differently.

G: Now, what happens with the language in the classroom? How do you see language in the classroom? Is it the same?

R: It should be, but I just don't know how to do that. But it would be brilliant to make the classroom what, say, Wales, was for me when I started learning English, it just happened. I mean if you can make the classroom as close as possible - and this is just intuition- to what happens outside the pupil might have a better chance of learning a language.

G: And the last thing I want to talk about is, you've said a little bit about you being looking forward to TP, and time to reflect and that sort of thing, and perhaps that's as much as you want to say, but just in case you want to say something else,

let me ask you how do you see yourself in the process of learning how to teach, what things do you feel, that you think that are going to help you learning how to teach FLs?

R: Things that are going to help me? [yes] I hope I am not going to be a coward. I think there are sort of easy routes to teaching languages which may be safer, I don't want to take them. I'd like to be able to be brave enough to try different things, even if I not easy I think I probably need a lot of encouragement from the tutors as well, I mean that is the way I've been brought up , and educated, which I suppose it is not a very mature way of going about things but [laughter] and ...

G: Right, is that every thing you wanted to say? Oh, don't worry about that, nobody is going to listen to that, except me. I don't like my voice on tape either and I have to live with that... How did the interview feel? How did you feel being here, being here, being recorded? - you were looking at it occasionally- [I was aware of that but I try to forget a bout it, it was more relaxed than I thought it would be. I am the kind of person that need a lot to think about the questions, trying to give the right answer ..] don't, that's fine, there are nor right/wrong answers, it is your own experience... No, just if you want to add anything else, especially about this process here, were the questions clear...? [I think so] It is just the lack of memory, such open questions that it was difficult... Yes, perhaps, you can think, not now, some other time, how these situations may have helped you to be a better teacher, I don't know, or in any other way... Other characteristic of this kind of researcher is that while in traditional research the researcher is very much an outsider, and one of the aims is not to interfere, not to, but I don't believe in that, I think that as long as there is an interaction going on, it becomes a two way process: I will be influenced by you and you will be influenced by me as well. I mean we count on that the research process is going to influence people in thousands ways

Second Interview

november 1, 1990

GG: So how are things?

R: all right, yes it is getting better all the time.

G: In which way?

R: Well, the first two weeks or so, we weren't getting into anything, we were just getting little tastes of lots of little things, not really getting into anything in particular. So it's getting better (08) I am looking forward to the TP and nervous [everybody has the same feeling about TP, going there and see what happens]

G: First about the things you wrote (on the transcript of your first interview) they were not really comments, or different ideas, it was just something you wanted to add. [yes, I expanded on that I had said] and do you want to say something different now? [about the same basis three questions] about teaching a FL, about learning and about language?

R: I don't know, I suppose [things that might have changed, or that you may see from a different perspective, or may be more clear] I think that one thing that I see clearly different now, not even see it differently, but I just did not question before, was that I always sort of felt, somehow, I mean, vaguely that second language teaching should try to be as close as possible and imitate as closely as possible the acquisition of your first language. I mean, I hadn't even questioned, that it may be, it shouldn't be like that, that the two processes are completely different, and you shouldn't make them exactly the same. And it was interesting to see all the disadvantages that second language acquisition [has] but that there is a very important advantage: that the teacher can control the input and frequency of the input. So that started me thinking about somethings. And one thing that, I don't know if it is related, the way, let me see, I thought I'd been prepared to be more flexible. I remember saying in the first interview that I really wanted to have new ideas thrown at me and that I wanted to experiment more and I find that I am so sticky to my old ideas, even if I recognise that they are not very well founded, or very well, because I don't know anything about them. It is very difficult to say, ok I am going to forget about all that I've been taught in an instance, I thought I'd be more open in my perspective. Let me see, I was quite, I don't know, I thought that the training I received would be so taken a step further by the university, I was so (terrible noise outside) in a way that would be more risky, if you like, to experiment; I had no idea of what the methodology was. And I don't know. I may be completely wrong about that. I just see the kind of methodology that it's being advised here is, I don't know, I am reacting quite strongly against. And I can't help that. And I remember having an argument, not an argument but putting the point forward to my tutor, the way language is presented, for

example, encouraging us to begin the presentation with what they call "c'est une livre" "this is a book", "this is a chair", "what is this?" "is this a book?" "is this a chair?" And I don't know it just seems, I mean, I can do it, but I just feel strange doing that, I feel first that it is not respecting the students' intelligence, in a way. Students may not have the word in the foreign language for a book and a chair, but they know very well that it is a book and a chair and to have to spend 10 minutes arguing, or not arguing but deciding that this is a book and this is a chair seems (noise) is insult the students, that is a strong word. I think, for me I just see, the implications of that in a classroom, the students may not be very motivated by that sort of presentation, firstly, and things like the way you begin a lesson, why should the student want to learn, I mean, to learn those items, in the first place? And I am just talking about little, little pointers that we've been told to put into practice, ideas to carry a lesson through, the beginning of a lesson, the very beginning, they've sort of advised us to use a warm up. But the reasons for using that warm up seem to be to get the students to revise language which is going to be met later in the class, and also to stop them, say, thinking in English at break time or another lesson, but there seems no implications about that warm up is also there to interest the student in the language is about to learn, to try and motivate him into wanting and needing that language and certainly at the moment I am thinking along the lines of, you know, I don't know how to explain this, I mean, I don't know, I think that in four months this is probably complete complete rubbish of what I am saying. I perceive it as a sort of scale, in a way, there is the student and his need for the language on the one hand and on the other the teacher who can control the input. And I am just wondering to what extent, where is the balance on that scale, where can you sort of exert your knowledge as a teacher in order to choose the right kind of input, to guide the student to look into, let's say, certain text, or certain whatever, but at the same time keeping up motivation and in the student..., I just feel, I don't like to say "right this is an orange, you have to learn this".

GG Do you know how that is going to influence the way you approach teaching practice?

R: Well, I should have to put this things into practice. I mean, I can feel I can do it. There is not problem with doing it [but the way you feel about doing it] I feel that I can just be a bit mechanical it. [but you still you are going to do it in the way they told you here?] I'd like to, this is something I'd like to ask when we've got a tutor observing: would be it possible to experiment without it impinging on your results and I really would like to do other things, would it be experimenting, would it be putting things into practice that I've learned before and carry that through, getting some chance of contrasting the two whereas feeling that it is not going to have a bad effect on your results, so... there are a lot of little things which I feel I can't change my mind to that, at the moment,

anyway. But I'd like to think that students can be motivated into wanting a language into wanting certain words. And may be this is taking a longer way round, but it's worthwhile taking that. I don't know, we'll see. We saw two videos, two different videos of teachers during classes and we were asked afterwards whether we were happy with those classes if we were the actual teachers and, I don't know, to me they seemed, it was obvious what the teachers were setting out to do, they were doing very well, and a very clear progression and were carrying out everything into different activities very efficiently. But I don't know, I didn't like the way it was done. It seemed to me that the students were, I don't know, if there was motivation there it was that the motivation that would come for the good students, for the students who wanted to get answers right to please the teacher, and all right, there were games, but they were games that again, the main interest in those games was getting the answer right, not to make that language their own and using it to do things..., in fact the classes were also extremely teacher centered and I've been obviously trained to see a class so an hour class to show some progression, not only in the difficulty of the tasks being asked to students but also progression from very controlled activities to free activities and I didn't see that at all. Yes the tasks were getting more difficult, but they were very, very controlled tasks, I'd say. I don't know whether that is because partly it is more difficult to carry out fluency activities in a secondary school or (noise) Those are the kinds of things that are worrying me at the moment (noise) I don't know it might be nice to get a chance to really compare the two and to finding out whether taking that short cut, if it really is taking a short cut, because it seems to me that it is a short cut, but in which you are going to get people stuck. Pupils are going to lose motivation or not see language as something that can help them do things, other than getting the question right..

G: When you say taking short cuts, I've got a quote from your last interview, when you say " I hope I am not going to be a coward, I think there are easy ways of teaching languages, which may be safer, I don't want to take them" Do you want to explore that a little bit more?

R: Well, you see, I thought when I was talking about those safe routes, I was really thinking of taking lessons that I have learned, and which I have been practicing in these past two years, and I thought it would be nice to experiment further. I was hoping to find, sort of, you know?..

G: When you say safe, do you mean safe for the teacher, for the student, for the learning process?

R: I suppose safe because I am used to them, safe as a teacher because I've seen that they do work and safe, not so much safe for the students because I think, in a way, I think you are asking more of the students in a way, asking them to be more responsible, you are asking them to put more of themselves, it is not necessarily

safe for the students, but safe in a way because they will learn because I've seen it work, that to ask them a little bit more. And I've been asked to be extra safe and I don't know whether I am going to be strong, I don't know. Because I was hoping that they'd ask us to experiment a lot more.

G: can you say that you are a bit frustrated?

R: Yes, I feel a little bit. I am really glad to have a place to do this because I actually can sort of let steam go and I can actually put these things into words. So I mean, this has been quite useful. But I am worried, I want more information about and I really want to be able to compare. I wasn't expecting to compare just two possibilities, I was hoping to experiment and compare a lot of possibilities and I feel there is some pressure on us to do teaching in one particular way so, I mean, I suppose I think I can do it, I can teach that way.

G: It is the question whether you want to teach that way..

R: I mean I'd love at the end of the course to say, yes, I found that this is really the best way, I'd love it to be that way I am not sort of arrogant to have to say I know that's not the way but at the moment I just don't feel comfortable in that experience

GG: This is about teaching, do you want to say something about language and learning, well you've said something about the two, the processes of L1 and L2 being different, but do you want to say something else about that or about the language that is worrying you or that has come up in the last few weeks?

R: I supposed it is all linked in a way (silence) I'd really like to know about- it's just that I am looking for answers at the moment- and it is also linked to what I was saying, you know, if a child at about the time of 11 comes to learn a FL he already knows that he not only has a word, but he has a word for a table being able to link table with a concept of what a table is, and that sort of development is already taking place by the time he gets to secondary school. I want to know to what extent it is possible to just teach the new word and not change that way of looking at that table, for example, when you teach a second language. Because it seems, I don't know, it seems that the way that we've been asked to teach seems to take for granted that the child will only want a word, not any other way of looking at things as why should a child find this motivating because he doesn't have the word for it in the language, and I don't know, I just feel that that is not enough, I don't know, I don't know. And I'd like to know to what extent that is true or not.

GG: Also you said something about the way you were trained, and that you were encouraged to certain ideas and methods about teaching, do you want to talk a little bit about those methods of teaching? You seem to be finding a kind of struggle here

R: Well, things like you would never ask someone, well first of all, it was a, the general thing was: progression from very controlled practice to communicative practice. And whereas very controlled teaching, it was attempted to make it a bit

more meaningful and even under very controlled drilling, trying to do that in pairs where you would have the students attempt to understand each other. The idea that you'd never, you would never give a child to read a text without a reason, or reading or writing, or listening, whereas it seems that, I am just comparing the two, I don't know, perhaps I am just being... negative about it. But that is what I mean, that I am not that flexible, that I am not, you know, willing to change much. It seems that writing here seems to be copying, just copying from the b/b. I've seen no encouragement to get students to write with any purpose other than copying and getting the word right. I suppose those are the main things. (silence) Things like correcting, correcting pupils. That seems to be quite close, putting different emphasis on getting the things right in different kinds of activities. I don't know

GG: And how do you see yourself in that process of, you've expressed a little frustration, do you want to say something about it, because you are learning to be a teacher, and at the end of the year, you will be a certified teacher, how do you see yourself, do you want to say something about that, about you in the process of learning, of resistance and frustration, they are two words that you said before, but I don't know if you want to say something else?

R: I hope I am not going to be too critical about this, and not just, I suppose I shouldn't really say this, but I feel very tempted to experiment when there isn't going to be an observer, whereas when I am going to be observed I'll do things that he is expecting me to do and I don't know, I may be a bit selfish, in a sense, that, you know, I am asking for time to experiment but there are children there that have to learn, and using those children for guinea pigs which isn't, perhaps, a good idea.. But I don't know, I just feel that, I don't want to talk about it again, but I just feel that there are ways that children or students can learn, can enjoy lessons more, even if it has to take a longer route...(silence)

G: Right, and you've also said something about the interviews, and probably the writing helping you, in a way, can you say something about that?

R: yes, I don't know it helps to write, I suppose it's like getting a pupil to explain to another pupil what you have to do in the classroom, it helps you to see it a bit more clear, but it is also like a luxury to allow you time to work things out and also to help you with your research so, (silence)

G: the problem is that we, this is only the second interview, so probably if we would be able to see more after some months, I suppose.

R: It is nice actually to look at yourself and see how you react, it is useful, I guess that I'd be so bigheaded about it all

G: when you've been like discussing things in different kinds of activities, what activities have you found more important, or more helpful, for you [in the curriculum] yes

R: activities that the tutor has done with us? [that you like] I think the best really is we were asked to prepare a presentation of a structure and each one of us tried the presentation on the class, and after the end of the first ten minutes everybody discussed. I found that very helpful. Often you see such a sequence in others that you don't like to see in yourself (silence) yes, that's being the most useful. Actually, I am finding the, I mean in comparison to what we are doing, say in the Further Issues in Education, I find that what we are doing is much more interesting than what we are doing on Fridays and the way it's done is more... I do, just one little comment, I remember the IH RSA that I did every single class that was given to us was actually structured in the same way they were asking us to teach. They structured our classes in a way that I thought was a great way of going about teaching teachers. And, I mean, I have seen that here which is quite interesting. And I do prefer small groups definitely. I certainly find it hard to contribute in large group.

G: And the last thing, how do you teach about teaching practice? what sort of expectations? Again you've said a few things, but I don't know if you want to say something else.

R: I am really looking forward to it, I want to get in a classroom (silence) I've got worries in a sense but I am not sure to what extent I am going to have to follow that school system. The teachers at the school I am going to seem to use books all the time and follow the course book. And I've sort of implied that I'd like to bring other material and one teacher said that is OK, so I just hope that there won't be any problem between my aims and the aims of the school I am a bit worried about the size of the classes, there seems to be about 40 pupils. I don't know whether the classes I'd be getting would be 40 pupils, but the classes I've seen are 40 (silence). To be honest the things that worry me most are the things that could happen outside the classroom: relationship with other teachers or so, discipline problems I am a little bit worried about. I've had experience of working in classes of 40 students and that was disastrous. It was very, very difficult in that one school. My position in the school also worries me a bit, you know I am not exactly a teacher, I am a sort of student, and I just wonder how that would influence the way students look at me, the way my pupils will look at me I know that that could be positive or negative.

G: OK, that is all I've got here, because I just wanted to... the structure of these interviews is the basic questions to everybody and then explore some issues that you mentioned in the first interview. And I think that's all. Well, you said something about you becoming a teacher and how you see yourself in that process, so I think that's all. Were you more relaxed this time? [I think so] yes, you looked more relaxed.

Third Interview. (Field notes.)

1.- To the first question she responded that what she is already learning is about the following:

- a) About differences: differences between small and large groups, differences between characters within a group, differences in ages. Other differences she was aware of are: planning vs non planning, or no planning carefully, in the last occasion it is easier to lose control of the class. "Every thing is different" (Do you remember between what and what?)
- b) About interaction: how these differences interact with each other when in a work and how she can interact with them
- c) about discipline: contrast between the things she would mind personally vs the possibility of "setting a tone", e.g. coming late. (I notice that in one of the classes she said something to pupils arriving late to the classroom) She said that her university tutor had mentioned something along these lines when he came to see her.
- d) It is difficult to estimate how long and activity is going to last (Yet I've got the feeling that she managed time OK in both classes)
- e) how to work with different abilities in the same classroom: what to do when some of the students have already finished.
- f) She is also learning that there is no time to read or think about past classes., that is difficult to view TP as a period of trying things out since you've got to respond to other pressures and priorities within the school: tests and teachers' particular agenda, in which she included textbooks. She commented on this as being a pity. Since although she has a certain scope to prepare her own material that is restricted both by the tests and the particular language and structures which appear in the book. and other classes (???) She finds that it is difficult to work with Pasaporte: the phrases all all there and it is difficult to manipulate with: she feels "mixed about this". She regrets the fact that there is no time to 'think about', this is seen as a luxury. She feels 'torn' between their role as student" where she is expected and would like to think and read more and the practicalities and demands of the classroom. She can't afford to think much about herself but all her concerns are the students at school and their exams.

2.- About the expectations that the school has of her and the university, she commented the following:

School: expects her to finished a unit within a certain period of time and cover the language in the textbook, within those boundaries she can change things. She has to act within the context of a particular school, this one" hight academic standards".

The university, more specifically her tutor expects her:

- to become quite organised in the way she plans her lessons
- be aware of problems in the classroom

She commented that the tutor is concerned with practical things.

3) About the things she has to do during TP

- planning
- thinking about her classes
- lots of marking (the spanish teacher was very pleased that she hasn't got to do much marking while Pilar is there)
- no pastoral work, although she has offered help.

4) What do you think the roles of the teacher and college tutor are during TP?
(Could you jot down a few ideas about that?)

5) About planning she said that she is expected to plan following a step by step guide the were given at the university. She appreciates this since is like following a 'clear formula. She tries to follow it, but find that it is difficult to fit with some of the material she is using in the classroom (Pasaporte) Following that guide it feels 'safe', because it is easy to follow and fall back into that formulae while planing. She feels that they've been well prepared in that at the university.

6) About things that still feels she needs some help :

She would appreciate if they were given more information about what the pupils are expected to achieve in their exams.

She thinks she would also appreciate more observation: it is easy to go trough a lesson and not think about other things, but just that you 'are still alive'. There is a danger of getting into little habits, even after 2 weeks. having somebody in the classroom, will help to be aware of them and change them.

She would have also appreciated if they had written more lesson plans before coming to TP.

More help with particular textbooks and materials which are used at schools: how to work with them and adapt them.

Teaching Practice**Preobservation Interview****14/2/91**

(written notes)

Her plan rotates around *unidad 11* from *Vaya 1* (photocopy included in her file). She said that the regular teacher had done the first part of the lesson (p. 85) and that she knew the students knew that vocabulary. When she saw the activity *compara la comida española y la inglesa* she thought that a lot of new vocabulary was introduced, and that perhaps the students would not be able to cope with it. So she did *el primer plato, el segundo plato* with new words. Then she practiced with the class me pone before the listening activity on the book. Then she used the OHP with some material from the Teachers' Book. She says it is the first time she is using it.

She said that she didn't have the time to do the last activity: pairwork. She wished she had done it, because she had prepared all these cards. When I asked her whether she was not going to use it she said she could use it as a revision activity.

About homework she said that as there are different rhythms in the class, homework was organised as follows:

- the ones that had finished the writing of sentences after the listening comprehension, would do (8) and (9)
- the ones that had not finished they would do (7), (8), and (9)

(8) hacer frases with the symbols on worksheet activity 5) of worksheet.

Transcript of recorded interview which took place after the lesson, although it was also geared towards trying to see what kind of ideas she had before the lesson.

Lesson plan

Revision of 1) known food + meals + courses 2) money
 Presentation and practice of new food items + me pome x grams de ...

Q + A to revise last lesson's lang. ¿Que cosas de primer plato para la cena
 te es? 125 ptas etc.

(cover bottom half) "These are the things I want to buy"

"Quiero manzanas" Repeat [merlunga + pan]

Q + A

Consolidate → elicit ¿Qué quieres? Quiero -write on OHP

is what I would say to shopkeeper - according to weight.

Me pome x de x ?

[Write on bl. Me pome]

Stds write in
vocab books.

Sheet 1. Right or wrong Recognition only.

Sheet 2. ¿Me pome ? o ¿me pome ?

Sheet 3. Me pome _____

No, me pome _____

bring comp. Oral recognition + production.

¿Qué quieres? - Me pome _____

work - Stds lift cards

Vocab test








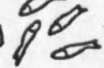
Written worksheet

SHEET 2

DE COMPRAS

SPANISH YEAR 9

RIGHT (✓) OR WRONG (x) ? The first one is done for you.

¿Se pone quinientos gramos de guisantes? (✓) 500g ¿Se pone doscientos gramos de sardinas? 200g ¿Se pone dos kilos de plátanos? 2k ¿Se pone cien gramos de jamón? 100g ¿Se pone una coliflor? ¿Se pone un kilo de merluza? 1k ¿Se pone dos kilos de manzanas? 2k ¿Se pone doscientos cincuenta gramos de queso? 250g 

CHOOSE AND WRITE DOWN THE CORRECT ANSWER. The first one is done for you.

¿Se pone doscientos gramos de queso? OR

¿Se pone doscientos gramos de jamón?

ANSWER: ¿Se pone doscientos gramos de jamón?

¿Se pone quinientos gramos de sardinas? OR

¿Se pone quinientos gramos de merluza?

¿Se pone un kilo de queso? OR

¿Se pone quinientos gramos de queso?

¿Se pone dos kilos de tomates? OR

¿Se pone dos kilos de plátanos?

¿Se pone cien gramos de guisantes? OR

¿Se pone cien gramos de gambas?

¿Se pone quinientos gramos de tomates? OR

¿Se pone quinientos gramos de naranjas?

CORRECT THESE SENTENCES. The first one is done for you.

¿Se pone un kilo de tomates?

ANSWER: ¿Se pone un kilo de plátanos?

¿Se pone 200 gramos de naranjas?

¿Se pone quinientos gramos de jamón?

¿Se pone dos kilos de merluza?

¿Se pone dos coliflores?

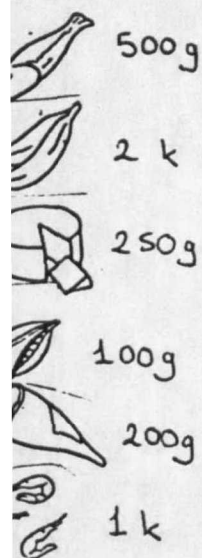
¿Se pone doscientos gramos de gambas?

¿Se pone doscientos cincuenta gramos de queso?

LISTEN AND FIND OUT WHAT THESE 3 CUSTOMERS WANT AND NOTE DOWN THE QUANTITY AND COST IN EACH CASE.

	Tipo de comida	Cantidad	Precio
	100g queso 200g jamon		295
	1 k. meliz 200 gambas		950
	$\frac{1}{2}$ kilo judias 1 kilo carne $\frac{1}{2}$ kilo tomates		200

HOW WOULD YOU ASK THE SHOPKEEPER FOR THESE ITEMS?



First recorded lesson

14. 2. 91

Spanish 9B**9am****Oral practice with transparencies on OHP as cues**

R.: *Muy bien, doscientos cincuenta gramos. Escuchad, ¿me pone doscientos cincuenta gramos de queso?* Class: *¿Me pone doscientos cincuenta gramos de queso?* R.: *¿Me pone doscientos cincuenta gramos de queso, M?* P: *¿Me pone doscientos cincuentas* gramos de queso?* R.: *muy bien, vale, what about this one? ¿cuántos gramos?* Some P: *quinientos* R.: *quinientos gramos, muy bien. ¿Me pone quinientos gramos de ... sardinas?....* Repeat C: *¿Me pone quinientos gramos de sardinas?* R.: *Muy bien, just answer me, just say si o no. ¿Me pone dos kilos de sardinas?* C: No. R.: *¿Me pone un kilo de gambas?* C: No. R.: *¿Me pone dos kilos de gambas?* Class: Si R.: *¿Me pone 100 gramos de jamón?* C.: Sí. R.: *¿Me pone 250 gramos de gambas?* (silence) *¿Me pone 250 gramos de gambas?* C: Si. R.: *¿Me pone 500 gramos de jamón?* C: Si R.: *Muy bien. ¿Me pone 259 gramos de merluza?* C: no. R.: Vale. Choose the right answer. I am going to give you two options: *¿Me pone 50 gramos de sardinas o 200 gramos de sardinas?* C: 50, 100 gramos de sardinas. R.: *¿Me pone 100 gramos de sardinas o me pone 100 gramos, perdón me pone 200 gramos de sardinas?* C: Me pone 100 gramos de sardinas? R.: *Muy bien. ¿Me pone 200 gramos de gambas o 500 gramos de gambas?* C: *¿Me pone 200 gramos de gambas?.* R: *Muy bien, ¿Me pone 500 gramos de queso o me pone 200 gramos de queso?* C: *¿Me pone 500 gramos de queso?* R.: *Muy bien. A ver. Can you try and make whole sentences now?. I am going to give you a wrong question, you correct that. ¿Me pone 200 gramos de jamón?* C.: NO, *¿me pone 100/200* gramos de jamón?* R.: *Muy bien. ¿Me pone 2 kilos de merluza?* C: Si, *¿me pone 2 kilos de merluza* R.: *Muy bien. ¿Me pone 200 gramos de tomates?* C: Si, *¿me pone 200 gramos de tomates?* R. *¿Me pone un kilo de naranjas?* C: No, *¿Me pone/s* un kilo de tomates* R.: *muy bien. S., please close your book(34??)* *¿Me pone 200 gramos de gambas?* Some pp: No, si, no.. R.: *¿Me pone 200 gramos de gambas?* C: No, *¿Me pone 250 gramos de gambas?* R.: All right, now, can you make the question yourselves? A. P.: *¿Me pone cientos* gramos de sardinas?* R.: *Muy bien. Cien gramos* P.: *Cien gramos* R.: *Muy bien. S?* P. *¿Me pone un kilo de merluza?* R.: *Muy bien. V?* P.: *¿Me pone 250 gramos de sardinas?* R.: *Muy bien, S?* P.: *¿Me pone 500 gramos de merluza?* R.: *muy bien. M?* P.: *¿Me pone ... 200 gramos de gambas?* R.: *Muy bien. Vale. Now.*

Would you take your vocabulary book out please? (background talk)

Vocabulary on OHP. Drawings+ spanish words. Pupils copy the vocabulary on notebooks

P.: it's not clear. R.: Is it clearer? Pp. Yes P.: What are these? R.: They are peas
P.: Peas? R.: *Guisantes*? Peas. R.: Do you remember what *merluza* was? C:
hake R. What was the word for fish? C: *pescado*

R. hands out worksheets

R.: that's right. Have you all finished the top bit so that I can put it up? Some pp:
No, yes, yes P: .what is *merluza**? R.: hake. It's hake. Some pp: hake, hake
Then I'll put the bottom up when you've .. (78) P. I can't see it (background talk)

R. checks whether pupils have finished copying from the OHP.

R: Just wait a minute because there are still people copying the top bit...

Monitoring progress

R.: Those people who have finished copying can begin on the worksheets. There
are a series of sentences just beside where there is right or wrong... Has
everybody finished with the top now?

Some pupils start working on worksheet

C: yes (background talk: sea fish,... five hundred...) R.: OK, just in case you can't
see *quinientos gramos, doscientos cincuenta gramos*. (background talk,
English) R: So what do you think, ¿*me pone*? means? C: I would like, I want R:
Can I have? Yes, Will you give me? (...) R.: This is what we were looking, this is
what the question we were asking means ¿*me pone 100 gramos, 200 gramos*...?
All finished with the OHP? (not clear response from class)

R. Puts OHP away

R: (132)... all look at the worksheet,

Instructions for worksheet

R: the first exercise all you have to do is for the whole class, look at the symbols,

read the sentences and mark with a tick or a cross. Decide whether the sentences are right or wrong

Pupils do the worksheet and R. helps out and gives feedback

R checks first part of activity

R: Ok I think you've all finished with the first one. Can we just check that everybody's got (159??) please?. b. *¿me pone 200 gramos de sardinas, si o no?* some pp: *si, no* R: Can you all look at 1b, please? *Me pone 200 gramos de sardinas, si o no?* C: *no /si* R.: *Si?* C: *Si, no* R.: *200 gramos de sardinas?* C: *Nooo,si* R: b, not a, b. C:., *ah, no* R.: No (165) P says something. R.:Ok, it doesn't matter. *¿me pone, me pone dos kilos de plátanos?* C: *No* R.: *¿Me pone 100 gramos de jamón?* C: *Si..* R: *Muy bien* *¿Me pone una coliflor?* C: *No* R: *¿Me pone un kilo de merluza?* C: *No* R.: *¿Me pone 2 kilos de manzanas?* C: *No, si, Noooo* R.: *Es un kilo,un kilo de manzanas, no dos kilos.* Right, *¿me pone 250 gramos de queso?* C: *No* R: *No, vale.* Now, if you go to number two, you get two options, please decide which one is right and copy it. Make sure that you've got a written answer

Pupils do the activity. R. helps out the different groups

R.:Be careful with 250. It's quite difficult to write, make sure you check (background talk) what is peas? *g - u - i - s - a - n - t - e - s*

R. Monitors rhythm

R.have you all finished number two? Class: yes, no R.: no? P: yes

R. checks activity with individual pp.

R. Right, yes, let look at number two together then.. Choose and write the correct answer. Can we look at b? A is already done. *¿Me pone 500 gramos de sardinas o me pone 500 gramos de merluza?* Si, R.? P.: *Me pone 500 gramos de merluza.* R: *Muy bien.* c. *¿Me pone un kilo de queso o me pone 500 gramos de queso?* Yes?.P.*Me pone un kilo de queso* R.: *Muy bien, me pone un kilo de queso.* d. *¿me pone dos kilos de tomates o me pone dos kilos de plátanos?* Si? P.:*Me pone dos kilos de plátanos* R.: *Muy bien.* e. *¿Me pone 100 gramos de guisantes o me pone 100 gramos de gambas?* Si? P.:*Me pone 100 gramos de gambas* R.: *Muy bien.* *Me pone 100 gramos de gambas.* f. *¿Me pone 500 gramos de tomates o me pone*

500 gramos de naranjas? A? P.: Me pone 500 gramos de tomates R.: Muy bien. .

R. explains next activity

R.: All right. Number three you actually have to write the whole sentence out yourself, because the one (241) you have to correct that... Do come to number 5 if you've finished... C was saying before wouldn't you say *por favor*? Yes, you would say it if you wanted to, so if you want to right it down do, at the end of the question or at the beginning of the question: *por favor me pone 100 gramos de ... o me pone 100 gramos de jamón, por favor?*, so do write it down if you want ...

Pupils do the activity. R. helps out

R.: Remember your question marks

R. monitors progress

R.: Have you all finished number 3? **Class:** yes, no **R.:** No? **P.:** No **R.:** No? all right (background talk) C, have you finished?. **P.:** yes **R.:** has anybody else finished from this table? **Pp.:** yes (background talk) **R.:** don't worry because I am waiting for everybody to finish...

R. checks activity individually

R.: K. can you turn round and check your worksheet, please? *Me pone b, 3b, me pone 200 gramos de naranjas? P? P.: Me pone 200 gramos de gambas? R.:* All right, good. *Me pone 200 gramos de gambas? c: ¿Me pone 500 gramos de jamón? Yes? P: No, me pone doscientos cincuentas* gramos de jamón R.: bien, me pone 250 gramos de jamón.* Be careful how you spell 50. It's not with a q. C. *cincuenta. d ¿Me pone 2 kilos de merluza? Sí? P.: ¿Me pone cuatrocientos de guisantes? R.: Me pone 400...? Pp. gramos R.: Me pone 400 gramos de guisantes.* All right C.? e, what's e C? *me pone dos coliflores P: me pone una coliflor R.: me pone una coliflor, vale. f me pone 200 gramos de gambos C,* what have we got for that? **P.:** cien **R.:** me pone 200... **P.:** me pone 200 gramos de merluzas* **R.:** de merluzas? you're sure it's merluzas? **P.:** merluza **R.:** de merluza, 200 gramos de merluza y g. *¿me pone 250 gramos de queso, si K? P.: me pone 250 gramos de queso. R.: Good,*

Instructions for listening activity

R. well now look at exercise number 4, you are going to hear three conversations at three different shops. Three ladies are doing shopping. What you have to do is to write down what they're asking for, how much they are asking for and how much it costs *aha?... (background talk) what's cantidad?* C: quantity R.: and *precio* C: price R.: I will ask you to actually write them in Spanish. I think you can do that now. *Tipo de comida*, what does that mean? P.: how much, how much weight. R. *tipo de comida?* P. what items? R.: what kind of food. All right, so we go. I'll stop it after each lady. Ready?

Listening

Buenos días, señora, ¿qué desea? Buenos días, ¿me pone 100 gramos de queso, por favor? Muy bien, 100 gramos de queso, dice? Aquí tiene, algo más? Si, 200 gramos de jamón de York. Enseguida, señora. ¿Eso es todo? Si, por hoy si. ¿Cuánto es? Son 295, señora

R. answers some questions

R.: all right? we go on to the next one.. Nº 2: (I won't transcribe this).

R. We'll listen to it again. Nº 3

R: Did you ? don't give me the answers but did you get a quantity for the third one? Some P: yes R.: There is actually a new way of saying something here P.: medio kilo R.: Yes, Ok, good.

Conversations are played again

Checking:

R.: Nº 1: ¿qué tipo de comida? (silence) ¿qué comida? Some pp. queso R.: queso. Y la cantidad? Some p. cien, ciento R.: ¿cuánto? Some pp. cien R.: cien, cien kilos? C: cien gramos R.: cien gramos, vale. Y...¿qué más?, ¿algo más de comida? C: si. jamón R.: ¿jamón? ¿cuánto? C: Doscientos gramos R.: Dos cientos gramos.. Y ¿cuánto es todo esto? ¿Qué precio? C: 275*? 295 R.: Muy bien 295 pts. A ver el nº 2, ¿qué tipo de comida? P. merluza R.: merluza. ¿Cuánta merluza, qué cantidad? C: un kilo. R.: Un kilo muy bien. Y algo más? Some pp. gambas. R.: gambas. ¿Qué cantidad? C: 200 R.: ¿Dos cientos kilos? C: gramos R.: ¿Y cuánto, cuánto es todo esto, cuál es el precio? Some answers R.: ¿Si K? P.:novecientas?* R.: ¿Perdón? P.novecientas..* R:

950 ptas. Novecientas? P.: *novecientas..* R.: *cincuenta ptas ... ¿y el nº 10?*
P.: *tomates* R.: *¿cuántos tomates?* P.: *un kilo* P.: *medio kilo* R.: *¿cuántos tomates?* Half a kilo, how do they say that? C: *Medio kilo* R.: *medio kilo, good, medio kilo. Medio kilo de tomates. Algo más?* C: *Naranjas* R.: *¿Naranjas?* *¿Cuántas naranjas?* C: *Un kilo* R.: *Un kilo. ¿A ver? Si un kilo de naranjas. Algo más?* There was something... did any body hear what that was? P. *judías* R.: *Judías.* Does anybody know what that is? P. *judías* R.: You did really well. *Judías.* Beans. Green beans. *¿Qué cantidad de judías?* Pp. : *un kilo.* R.: *¿Un kilo?* yes it is. Lets' listen to that again. I am not sure whether it was half a kilo.

They listen to that part of the conversation again

Nº 3 ... *medio kilo* C: Half a kilo R.: *medio kilo, si. Y ¿cuál es el precio de todo esto, ¿cuánto es?* Some pp.: *200 pesetas.* R.: 200, isn't it? how much would that be? Class: a pound (bell)

Setting homework:

R.: Now what I want you to do for homework... p. homework? R.: homework, yes. Look at this fourth exercise we've just done, the listening exercise and I'd like you to write the questions that the lady would have had to ask to get this food. All right? Don't worry about the price, and don't worry about the greeting. It's the questions that she would have to ask Some Pp asks a question. R.: I am sorry I can't hear you (background talk) R.: I'd like this in for tomorrow and those people that haven't handed in the first worksheet, I'd like them tomorrow as well.

Class ends.

First Post observation interview

Place: staff room

Time: sometime after 10 am, after her lesson.

G: Perhaps, we will start talking about planning, Ok?

R.: Ok, go on.

G: If you think a little bit about your planning, on the basis on what you plan, what kinds of things do you have in mind when you plan? And what kind of questions come to your mind when you are planning?

R.: Because this lesson is only the second one that I've done this term with this class, I had to think about complete different things, but I had to think, on the one hand the kind of lesson that I like to do with the class, and on the other hand I have also to take into account what has been covered in the time that I've been away and I knew that some language of food had been covered, but I didn't know how well they knew it or whether they'd sort of thought about things like gender with the articles. And also I had to take into account that I am supposed to cover a unit in, at the most six lessons, and there is an awful lot of language in this unit. So perhaps I wouldn't have done so much today as I had to, because I knew that I had to have a certain amount of language covered, quite quickly. So if I'd been able to do [it] completely independently, without thinking about the school I am doing it, I would have chosen fewer food items and I wouldn't have introduced the 'weights' or the question *me pone*, because that is all new, I just had to put a lot of new language, I am expected to cover a lot quite quickly. So that meant that I really had to have two different - you weren't here for the first part- I had to have to different presentations: first I had to do the food and then I had to do weights + the question. Whereas I would have only tackled one of those two presentations. So, you know, that is the compromise I had to make. And I thought it was going to be a lot of food, and then I thought it really was because, although they were able to ask the questions in the end, and they were able to use the language I am not sure they really understood the difference between say *quiero 100 gramos de tomates* and having that in the plural *tomates* and only having to say *merluza* in the singular: *100 gramos de merluza, quiero 100 gramos de merluza*. I am not sure that they really understood that. And that's is something that I would really have stressed if I only had... There just isn't time. It wasn't time to cover too much, really. So does that answer the question? [Yes, it does]

G: When you are planning again, in general terms, although you can think when you were planning yesterday, what worries you?

R.: What worries me? Let's see. [what kinds of problems can you] foresee, in this course, you mean, in general?

G: Well you can, well, think about this particular lesson plan

R. Well I was worried that I was going to throw too much language, I think, I was worried that I really didn't have time to - well it's really the things I've said, really- to stress the difference I wasn't able to look at gender, really and I wasn't sure that they've made the difference between the difference kinds of, that they've seen, the different patterns in those items. What also worried me is the length of the lesson, I mean, this sounds..., but what worries me is how long the activities are going to last, it's very difficult to tell. Like... I had a little pair-work activity planned and I didn't have time for that. But I, sort of, I tried to overcome that by leaving that kind of activity as an option activity at the end of the class. And that I know that they would have done writing, listening and speaking any way. And some reading obviously from the sheet. What else worries me? Oh, I'm always worried about, I don't like using English, English translation for the language I am presenting, to make sure that they've understood what that, those items mean. But I have to, I don't know, I really didn't know whether these symbols that I've presented them which they are supposed to represent the new language, I am not sure whether it is clear enough with just the symbols, I couldn't make 'hake clear enough to represent hake. So I had to give them translations. It'd be nice to find another way of doing it, without to resort to English.

G: The questions that I am going to ask you should have been asked at the beginning of the lessons, but since we didn't have the time...so: what were you going to do? what was your plan for today?

R.: For this lesson? [for this lesson] It was, I wanted to revise food items they'd covered with me last lesson and I also wanted them to revise the, just to make sure that they remembered the way of saying "first course, second course or dessert, lunch" . And I wanted to revise 'money' so that they'd be comfortable with the figures when they were going to talk about weights afterwards and then there was the presentation and practice with new food items and the question *me pone?* and the weights.

G: How were you going to do it?

R.: Well, first for the revision I was just going to ask *qué tomas de primer plato para la comida* the sort of questions they've been asking and answering last lesson. Then I was going to draw some figures on the board and ask *cuanto es?* and get them to give me the figure in pesetas. Then the next step I was going to... do you want me to go through the whole lesson? [I just want to know the different activities, how you structured your lesson] Yes, there was going to be a very first bit of writing, after the presentation, which was going to be just coping. Then there was going to be, there were going to be three writing exercises on the worksheet. There was going to be then a fourth listening activity, where they had to listen. And because that listening activity was quite ...(86) that quite a lot of practice in the new language, I was expecting them to listen and to produce the

new language in Spanish. So that's listening and writing and then the last activity was a listening activity, sorry the last activity on the work sheet was a written activity and then there was going to be some oral pairwork. So I hope to have covered the four skills.

G: And what is the rationale behind doing what, the what, we've been talking about what and how you were going to present or what kinds of activities: the how. Now why? what is the rationale behind those these things?

R.: This is going to sound like a repetition of the university methodologies and ...Well basically the oral question and answer just that takes them very gradually towards, well from the mere recognition of the language to the full production orally. And the worksheet, in a way, reflects that, as well; takes them from merely having to recognise the new language, by ticking or crossing where they are not expected to produce anything yet, you know, more taxing. They produce the language they are going to produce by coping and then the next activity they have to not to exactly copy but they'd be able to use a model and change it and then the very last activity that they are expected to produce it on their own. So the idea is that everybody can start, and everybody will be able to recognise when they are copying, and most people would be able to gradually use the language in their own, just very gently, slow process.

G: When you were planning did you think that there were any special problems with the language that, perhaps students were going to have? what was the most difficult thing of today's lesson for the students to learn?

R.: In this particular lesson..., well I thought that the difficulty would lie in that there were a lot of items, I've already mentioned this. There were a lot of items and I was wondering whether they would be able to absorb all of that. And also there was the problem of, I didn't really know how other food items before I got here had been presented to them. Whether they had the definite article or the indefinite article or no article at all and I didn't know whether they were going to, I didn't really know how to go back, you know, whether to present it with the definite article, the indefinite article. If I present it with the definite article would they make the link and be able to, you know, apply the indefinite article as well if they had to? So in the end, the fact that I had to introduce *me pona*, more or less meant that I didn't use the article at all, *un kilo de manzanas* I don't need an article there. But it still worries me, do they know that, why are they using the plural there? Do they know why they are using the singular in *100 gramos de merluza?*, for example. I tried to ask at the end of the presentation of food why we 'd said, try to elicit, but there wasn't time, I am not sure that things are so clear.

G: So, basically you don't think that there wouldn't be any problems in the language presented in terms of learning, but the problem is more to relate what

you were doing with what they have already done. So there is no a particular difficulty in the language presented to the students, do you think?

R.: I think it is difficulty in the sense that, it is not a difficulty in that they have been able to use the language, they know how to use the new language. How to use this language, how to take these food items and ask for them in a shop. I don't know whether they would be able to take those food items and use them in a different context when they need to use the article., that's the problem. Whereas I think that, I don't know, if I had had this class from the start, I would have made sure that they had some kind of awareness of gender from the very start and they would be able to make links with the articles, with different kinds of articles. So that it didn't have to be taught every single time when the word came out. I don't like the way this unit is structured.

G: Do you just follow the textbook?

R.: No, I don't . In fact all these exercises I made up except for the listening activity. And even the listening activity I used a, I used the listening activity in the book, but I placed it much later than they would have done in the lesson, because I think they suggest it's used near the beginning, but I felt that because there was a lot of language that wasn't necessary for the task, and perhaps a lot of language that I'd be lucky if [it was] even recognised, I thought that it'd be better left till the end of the lesson. So, no I didn't only used the activities in the book. There is another thing, I think I am supposed to... (it's a bit difficult) Because I was told that I had to use the cassettes and to use some of the activities, and I was also told to follow the order of the presentation in the book.

G: So this is a sort of compromise between the book and your ideas?

R.: Yes.

G: Ok. Now that the lesson has finished, how did it go, what is your reaction? Now the questions come more naturally.

R.: I thought, I wasn't that happy about the presentation, because I knew I wasn't happy about what I was presenting, anyway. I knew that I was (167) too much and I felt that I had to rush them if we were going to cover up... The OHP was the very first time that I've used a OHP. I was a bit nervous about that, I wasn't sure how big the writing had to be, I didn't know how to focus the machine, so that's why I ended up writing on the board in the last bit. I thought the lesson got better as it went along . I thought the second half of the lesson was much better. I was very happy about the worksheet and I thought they did that really well. It's just that I didn't feel happy about what I was presenting, the language I was presenting [basically about the language?] yes, and that didn't make me happy about the presentation either.... I think they did very well, and as I said, they know how to use all this language, but I don't know if they know anything about it when you teach it in another context. But generally I think it was all right. I was sorry I couldn't use the little cards.

G.: Yes, tell a bit more about those cards.

R.: I just wanted them to. They are different coloured cards: the green ones have got food items and the purple ones had weights. And I wanted one person to be a shop keeper and would ask *¿qué quiere?* and the other person would lift two, well one green card and a purple card and they would have to put together a question with those two cards. That was all. So it was supposed to come at the end of the lesson. (190)

G: Do you think you are going to be using that activity in another less or are you going to... leave it there?

R.: No, I think I can use it as a revision exercise in the next class and ask them a few questions, first of all as a class, and then I will leave them for a few minutes to work with these cards, and then come back as a group.

G: How did it feel to be video recorded? What difference did it make to have a video camera? Was it different from just having me, without a camera?

P.: I don't think it was that different actually. I think it was more or less the same. I was quite nervous, especially more towards the beginning, towards the end I think I tended to forget it. But at the very beginning I was a bit nervous. And also I think, I sensed that with the girls there was something different, I must admit. And that made me nervous because I didn't know how they were going to react, would they bring any surprise with me now? So I didn't feel so much in control of the class, I didn't really know what to expect in that situation. But it wasn't that bad. It was better towards the end.

G: So you think that the fact of having a camera influenced the way you related to the kids? The interaction with the girls was a bit different?.

R.: Yes, there were surprises. I could more or less guess, feel how some girls are going to react in some situations, this is a class that I had last term so I know the girls reasonably well, but now suddenly they were slightly different and I sort of had to rethink how I had to deal with them.

28/2/91

Second Preobservation interview

(Original notes were taken in Spanish)

What she is going to do in this class:

Situation: restaurant: ordering: a table, food, drink and the bill

The students know already: *de primer plato, de segundo plato y desayuno* when eating at home. This lesson they will learn that but in a restaurant situation. They will also learn: '*de primero*' vs *de primer plato*' They know the vocabulary.

Process:

Oral review of last lesson vocabulary. She hopes they know it well, but wants to make sure, especially of the difference between: *tomo* and *toma*.

She will, then, try to follow the question and answer structure to present the restaurant situation. She finds this way of presenting the situation difficult due to the level of artificiality that it involves. She thinks that it's the kind of technique one can use to present vocabulary or grammar structures, (although then it is also difficult) but it's difficult to use when you want to contrast two different sentences. She will point at the symbols she has drawn on a transparency for the OHP. The symbols she has drawn are ordered in the same order of the dialogue, students will learn.

After that the students will copy the new phrases on their books so that they keep a record of it. She will make sure that they understand what every phrase means by translating it into English. She will elicit the translation from the students.

Worksheet: the structure of Q & A but this time they write it. This means a modification of what they've been told at the university., it's not as controlled.:

- a) they write in the right order a jumbled up dialogue
- b) they have to provide part of the phrase
- c) they chose the language they want to use in their own groups

She thinks that this shouldn't be difficult. Different groups will end up with different menus.

Then she will have them role playing dialogues in pairs with the above menus.

The class will finish with exchanging 'cameros' from the different groups. This would be the first time she is going to mix students from different groups. She doesn't know how this is going to work.

If there is some time left, she will ask them to write the dialogues in full or else in short notes.

Lesson plan

ish 9B26th February

re: homework (Main mistake = Tomar/toma)

revision of: last lesson's food vocab (i) OHP
(ii) talkcards.introduction + Practice of lang of ordering in restaurant

¡Hola amigos! Si, ¿qué desea? ¿Tiene una mesa libre, por favor?

- trae la cuenta por favor. ¿Para cuantas personas? Para X personas.

¿Qué van a tomar? - de primero quiero...

- de segundo

- postre.

¿Qué quieren para beber?

- cuenta por favor.

On OHP go through (eliciting) different things one needs to say in restaurant, pointing to symbols representing these things on b.b.

Present lang - Choral → indiv. repetition

Q + A.

Write on OHP - Ss do vocab making sure they know meaning.

Put sentences in order. Copy correct dialogue.

Fill in phrases in incomplete dialogue

Each table completes menu with known lang under headings.

Primer Plato Segundo Plato Postre Bebidas - in groups, dialogue practice

Use menu to write out dialogue with partner. [homework if this is running out]

Waiter from one table mixes with members of another for role-play in the restaurant.

Written worksheet

H YEAR 9

EN EL RESTAURANTE

NAME

order these sentences to make up a complete dialogue.

e: Un helado, un flan y fruta Diga camarero!
 ro: ¿Para cuantas personas?
 e: La cuenta por favor
 ro: ¿Qué van a tomar de postre?
 e: ¿Me trae la carta por favor?
 e: Para tres personas
 ro: ¿Qué quieren para beber?
 e: Dos pollos y una tortilla francesa
 ro: ¿Qué desean?
 e: Dos sopas y un gazpacho
 ro: ¿Qué van a tomar de segundo?
 e: Una Coca-Cola y vino.
 ro: ¿Qué van a tomar de primero?
 e: Tiene una mesa libre por favor?

complete the following dialogue. Use one word for each gap.

e: Diga -----!
 ro: ¿Qué -----?
 e: -----, por favor?
 [UNOS MINUTOS MAS TARDE]
 ro: ¿----- de primero?
 e: Dos sopas.
 ro: ¿----- de segundo?
 e: Dos merluzas.
 ro: ¿Y -----?
 e: Dos flanes.
 ro: ¿-----?
 e: Vino y agua mineral con gas.
 [UNA HORA MAS TARDE]
 e: -----, por favor?
 ro: Si señora.

fill in the menu with your group.

PRIMER PLATO

POSTRE

SEGUNDO PLATO

BEBIDAS

write out a dialogue in the restaurant using your menu above.

28.2.92

Spanish 9B

Lesson transcript

Lesson starts

R. *Ale, buenos dias señoritas*
C.: *buenos dias, señora, señorita*
R *a ver, sentaros, eh?*

Students sit and talk

R. introduces lesson

R. All right, now, what we are going to do today is we're going to revise something that you should be very comfortable with now, which is first course, second course and dessert. Right, very quickly. You know that now. And then we are going to look at the language which you need in a restaurant, the language which you need to talk to the waiter, to order food, to pay the bill. All right?

R. gives homework back and checks who has/hasn't handed it in yet

R: First of all, can I give back the homework? Now, the first homework, the very first worksheet that you had, there is still three girls that haven't given this to me, C., A. and S... All right C.? In fact C. you haven't given me any work still. I've got two worksheets missing. Now please, for tomorrow. Tomorrow afternoon I want every single worksheet. Those of you who lost their worksheet, come to me tomorrow morning I will have more worksheets for you - wait a second-. Now the second worksheet, C., S., A., R... (pupil's names) have not handed it in. Pp miss, I did...miss I did ... miss I did....

R. tries to sort out who has and who hasn't , after the 'revuelo'

R. Can every girl who hasn't handed in the large worksheet, please hand it in for tomorrow. (talking) So everybody's worksheet for tomorrow afternoon. (talking) anybody who hasn't handed it in for tomorrow afternoon, right?

(Background talking)

R. gives feedback on homework

R. All right, now, can you listen? What I would like to point out from the worksheet is that there was one very common mistake which was, some of you felt a little bit confused about when to use *tomo* and when to use *toma*. So make sure that you know the difference, for example, if I am talking about --Shhhh A.--what I have for breakfast, all right S.? can you look up? I would say *para el desayuno para el desayuno... ¿tomo or toma?* C *tomo* R *Para el desayuno tomo* All right? *Para el desayuno tomo cereales y yogourt.* But if I am talking about what A. has for breakfast, because I know what she has for breakfast, I would say, A. ? C: *toma* R. *toma* So please be careful. There was some confusion.(pause)

Some pupils asks R. questions

Revision

R. All right, so shhh, all right? shh Let's have a very quick revision of *de primer plato, de segundo plato*, all right? V. *¿qué tomas de primer plato para desayunar?*, perdona, *¿qué tomas de primer plato para la cena?* P.*para la cena de primer plato tomo supá**. R. *¿Sopa?* M. *¿has oído a V?* P.: No R.: Escucha, *¿qué tomas de primer plato para la cena?* P *de primer plato, tomo sopa* R: M. *¿qué toma* V. *de primer plato para la cena?* P.*sopa* R: OK, give me a few sentences P (84)..?.* V. *toma sopa*R.V? P. *toma sopa*.R. *toma sopa, muy bien. Para la cena, de primer plato, toma sopa.* R. *¿qué tomas, qué tomas de postre para la comida?* P.*tomo huevo**R: *frito?*P.*fruta* R. *¿fruta?* fruta. Vale. Y A. *qué toma* R. *de postre?*P.R. *toma ... fruta?*R. C. *¿qué tomas, qué tomas de segundo plato para la comida?*P.*para el segundo plato en la comida tomo....*I don't know what I have.. *la carn* R.: *¿carne?* vale. Y T. *¿qué tomas para el desayuno?*, *¿qué tomas para el desayuno?*P *Para el desayuno tomo...R. Para el desayuno a ver para el desayuno? cereales..* P.*tomo*.R. *tomo, muy bien. Para el desayuno tomo cereales. ¿Qué tomas?*, perdona. *¿Qué toma T para el desayuno?* P.*Para el desayuno T tomo, toma* R. are you sure? P. *toma* R. are you sure? P. because it's she. T. *toma cereales* R. *¿Y tú qué tomas de primer plato para la comida?* P. *De pimer plato para la comida, tomo un huevo.* R. *muy bien, muy bien.* D. *¿qué tomas de primer plato para la cena?* *¿qué tomas de primer plato para la cena?* (silence) *tomas, tomas... helado de pimer plato para la cena?* P.*no... tomo*** R.: *¿de primer plato?* you've actually been away? have you got the worksheets? Next time make sure that I give you the worksheets, all right? All right.

(120) Presentation of new language with transparency on OHP

R: Look at these sentences. Can you close your books?... Right, we're going to be looking at the language which you need to know when you are in a restaurant in order to basically order all our food, order a table and so on. Let's just go very quickly through some of the things you might do in a restaurant. Right, I've tried to represent them with some symbols. Now, can you, let just talk through these, what do you think these are, what is the first thing you might do in a restaurant? Yes? **P.** call the waiter **R.:** OK, all right, and then, I'll just tell you, in black is what the client, what you would say and in red would be what the waiter might say, so you call the waiter, and what would happen, then? **P.** They would give you a menu. **R.:** They would give you a menu? **PP.**? **R.** Ok in black, you'd ask for a table. All right? But before that, if you call the waiter, would the waiter say anything? yes, can I help you, yes what do you need, what would you like? You ask for a table and then the waiter might ask you something **P.:** For how many people? **R** For how many people, good. And then you would answer for two people, in this case. Then another question, you would have to ask the waiter. another question, yes? **P.** the menu? **R:** Can I have the menu?. And after you have read the menu, the waiter would have to ask you... what are you having for the first course, the second course.. and then what would you like for a drink. And then lastly? **PP:** the bill **R.** The bill Ok So, lets go very quickly through these, see how you would say these things. I think this first one you know.... **C:** *Oiga camarero* **R.** *oiga camarero, repetid, oiga camarero* **C:** *oiga camarero* **R.:** *Vale, muy bien.* Now this one **P:** is it *¿puedo ayudarle?* **R:** can I help you? *puedo ayudarle?* Yes, that would be fine, *¿puedo ayudarle?* can I help you? The one we are going to learn today, though, would be a more general one. **P.***dígame* **R.:*dígame*, yes; that would be very possible as well, Ok? Any other possibilities? What we are going to learn today is: *si, ¿qué desea?* **C:** *Si ¿qué desea?* **R:** *Si, ¿qué desea?* **C:** *Si, ¿qué desea?* **R.:** *¿Qué desea?* **C:** *¿qué desea?* **R.** *Si, ¿qué desea?* **P.** *¿qué desea?* **R.:** *C ¿Qué desea?* **P.** *Si, ¿qué desea?* **R.: come on, *Si, ¿qué desea?* **P.** *Si, ¿qué desea?* **R.: *muy bien* *Si, ¿qué desea?* **P.** *Si, ¿qué desea?* **R.** *Si, ¿qué desea?* **P.** *Si, ¿qué desea?* **R.: *muy bien.* Now, any ideas of how you would ask for this?... All right. *Escuchad. ¿Tiene una mesa libre? ¿Tiene una mesa libre?* **Class:** *¿Tiene una mesa libre?* **R.:** *Muy bien. Tiene una mesa libre?* **Class:** *¿Tiene una mesa libre?* **R.:** *Muy bien. ¿Tiene una mesa libre?* **P:** *¿Tiene una mesa libre*?* **R:** *Escucha. ¿Tiene una mesa libre?* **P.** *¿Tiene una mesa libre?* **R.:** *Muy bien. ¿Tiene una mesa libre?* **P..** *¿Tiene una mesa libre?* **R.:** *Muy bien. ¿Tiene una mesa libre?* **P.** *¿Tiene una mesa libre?* **R.:** *Muy bien.* Try and get try and get the intonation, the way it always goes up and down (gestures) *¿Tiene una mesa libre V?* **P.** *¿Tiene una mesa libre?* **R:** *Perfecto, muy bien. ¿tiene una mesa libre?* **P.** *¿Tiene una mesa libre?* **R.**********

¿Tiene una mesa libre? P. ¿Tiene una mesa libre? R.: ¿Tiene una mesa libre?
 Now who is going to ask you...any ideas? PP.say different things, *¿cuántas personas? R.: Muy bien, but not just cuántas personas, ¿para cuántas personas? Class: ¿para cuántas personas? R ¿para cuántas personas? Class: ¿para cuántas personas? R. :¿para cuántas personas? P: ¿para cuántas personas?. R: Muy bien.what are you doing? P: I am writing it R:don't write it yet, I think it's quite important that you learn how to say it and how to hear it (182??0) and then you write it down, ¿para cuántas personas? P: ¿para cuántas personas? R.: ¿para cuántas personas? P: ¿para cuántas personas? R.: Muy bien now, you might be able to guess this one Class: Dos personas, para dos personas R: para dos personas Class: para dos personas R: para dos personas Class: para dos personas. R.:Muy bien, vale. What about this one? Class: Tiene el menu... R: Ok you could ask tiene, have you got the menu?, but if you want to ask can you bring me the menu. P.:Puedo tener R.: ¿Puedo tener? all right. It could be as well. You definitely say that. What we are going to learn is, escuchad, ¿me trae la carta por favor? escuchad, ¿me trae la carta por favor? Class: ¿me trae la carta por favor? R.: Don't write anything down, I know it's tempting to, but try not to. If you can remember it now without writing, you would learn how it sounds and then... ¿me trae la carta, por favor? Class: ¿me trae la carta por favor? R.: Muy bien, ¿me trae la carta por favor, P.? P: ¿me trae la carta por favor? R.: Muy bien, ¿me trae la carta por favor? P: ¿me trae la carta por favor? R.: Muy bien, ¿me trae la carta por favor? P: ¿me trae la carta por favor? R.: Muy bien, ¿me trae la carta por favor?P: ¿me trae la carta por favor? R: Muy bien vale. Now, what are you going to have for the first course? Any idea? You know PP: ensalada.. R: Ah, no this would be what the waiter asks P: ¿qué es lo que quiere? R: yes, you could very well say it, ¿qué quiere de primero? What about, listen to this, ¿qué van a tomar de primero?, what are you going to have for starters, for the first course, escuchad, ¿qué van a tomar de primero? Class: ¿qué van a tomar de primero? R.: Muy bien, ¿qué van a tomar de primero? Class: ¿qué van a tomar de primero? R: ¿qué van a tomar de primero? P :¿qué van a .. de primero? R: escucha, ¿qué van a tomar de primero? (pause) (using hands) ¿qué-van-a-tomar¿-, try that ¿qué-van-a-tomar de primero? PP: ¿qué-van-a-tomar de primero? R: ¿qué van a tomar de primero? P.: ¿qué van a tomar de primero? R: Muy bien, ¿qué van a tomar de primero? P: ¿qué van a tomar de primero? R: Muy bien, ¿qué van a tomar de primero? P. :¿qué van a tomar de primero? R: Muy bien, T. ¿qué van a tomar de primero? P.:¿qué van a tomar de primero? R: Muy bien, ¿qué van a tomar de primero? P. :¿qué van a tomar de primero? R.:Muy bien, vale. And this one? PP: segundo, de segundo. R: ¿Qué van a tomar de segundo?, fine, ¿qué van a tomar de postre? and.. PP. :¿qué van a tomar de beber? R:*

yes, good, now, good, that'd be great, *¿qué van a tomar de beber?*, you know that you can use exactly the same you have but for the drink, as you had done already but to order a drink, *¿qué van a tomar de beber?* And we're going to learn another way of asking, an alternative way, simply, I think somebody has already mentioned that alternative, *¿qué quiere para beber? ¿qué quiere para beber?*
Class : *¿qué quieren para beber?* **R**: *¿qué quieren para beber?* **Class** *¿qué quieren para beber?* **R**: *Muy bien, ¿qué quieren para beber?* **M. P**: *¿qué quieren de beber?(?)* **R**: I can't hear you, *¿qué quieren para beber?* **P**: *¿qué quiere de beber*?* **R**: *beber* **P**: *beber* **R**: *¿qué quieren para beber?* **P**: *¿qué quieren...* **R**: *Escuchad, para beber* **Class**: *para beber* **R**: *beber* **Class**: *beber* **R**: *¿qué quieren para beber?* **Class** : *¿qué quieren para beber?* **R**: *¿qué quieren para beber?* **P**: *¿qué quieren para beber?* **R**: *¿qué quieren para beber?* **P**: *¿qué quieren para beber?* **R**: *Muy bien, ¿qué quieren para beber?* **P**: *¿qué quieren...* **R**: *Muy bien, ¿qué quieren para beber?* **P**: *¿qué quieren para beber?* **R**: *Muy bien, ¿qué quieren para beber?* **P**: *¿qué quieren para beber?* **R**: *Muy bien, ¿qué quieren para beber?* **P**: *¿qué quieren para beber?* **R**: Right, good, and the last one. I think you might have seen this before, yes? **PP**: *cuenta* **R**: Ok, something like *cuent..* **P**: *¿cuánto cuesta?* **R**: *¿cuánto es?* how much? **P**: *quisiera la cuenta* . **R**: *la cuenta, por favor, la cuenta, por favor* **Class**: *la cuenta, por favor* **R**: *la cuenta, por favor, R.* **P**: *la cuenta, por favor.* **R**: *muy bien la cuenta, por favor* **P**: *la cuenta, por favor.* **R**: *la cuenta, por favor* **P**: *la cuenta, por favor.* **R**: *Muy bien, do you think you can remember all these?* **Class**: (unclear response)

Q&A pointing at symbols on the OHP

R: All right, just say yes or no, *si o no, ¿vale?* **Oiga camarero** **Class**: *Si* **R**: *¿Tiene una mesa libre? ¿tiene una mesa libre?* **Class**: *No* **R**: *¿Me trae la carta, por favor?* **Class**: *Si* **R**: *¿Qué quieren de primero?* **Class**: *No* **R**: *¿Qué quieren de postre?* **Class**: *No* **R**: *¿Qué quieren para beber?* **Class**: *Si.* **R**: *Muy bien. ¿Tiene una mesa libre?* **Class**: *No* **R**: *La cuenta, por favor* **Class**: *Si* **R**: *¿Tiene una mesa libre?* **Class**: *Si* **R**: *¿Qué van a tomar?* **Class**: *No* **R**: *¿Me trae la cuenta, me trae la carta, for favor?* **Class**: *Si* .

Alternative options

R: *Vale*, now I am going to give you an option: *oiga camarero o si ¿qué desea?* **Class**: *Oiga camarero* **R**: *¿Tiene una mesa libre o me trae la cuenta?* **Class**: *¿Tiene una mesa libre?* **R**: *¿Para dos personas o para cuántas personas?*

Class: para dos personas **R:** Muy bien. ¿Qué desea o para cuántas personas?
Class: ¿Para cuántas personas? **R:** Muy bien, ¿qué van a tomar de beber o qué van a tomar de primero? **Class:** ¿Qué van a tomar de beber? **R:** Muy bien, ¿qué quieren de postre o qué quieren para beber? **Class:** ¿Qué quieren para beber? **R:** Muy bien, ¿tiene una mesa libre o la cuenta, por favor? **Class:** La cuenta, por favor. **R:** Muy bien, all right.

Full answer

R: Now can you try and give me the answer, for example, si ¿qué desea?
Class: No, oiga, camarero **R:** Si, ¿qué desea? **Class:** Si, ¿qué desea? **R:** muy bien. Si, ¿qué desea? **Class:** (not clear answer) **PP:** ¿Tiene una mesa libre? **R:** ¿Tiene una mesa libre?, muy bien. Oiga camarero? **Class:** Si, oiga camarero **R:** ¿Para cuántas personas? **Class:** No. Para dos personas **R:** Muy bien, ¿qué quieren para beber? **Class:** No, ¿para cuántas personas? **R:** Muy bien, vale, muy bien. ¿Me trae la carta, por favor? **Class:** No. ¿Tiene una mesa libre? **R:** Muy bien. ¿Tiene una mesa libre?. **Class:** ¿tiene una mesa libr? **R:** Muy bien, ¿tiene una mesa libre? **Class:** (not very clear) No, tiene..... **R:** Escuchad, es si o no, ¿me trae la carta, por favor? o ¿tiene una mesa libre? **Class:** ¿Me trae la carta, por favor? **R:** ¿Cómo? **Class:** ¿Me trae la carta, por favor? **R:** Muy bien, vale. ¿me trae la carta, por favor? **Class:** No, ¿tiene una mesa libre? **R:** ¿Tiene una mesa libre? **Class:** No, ¿me trae la carta, por favor? **R:** Muy bien. Perfecto. ¿Me trae la carta, por favor? **Class:** No, (not clear) **R:** ¿Cómo? **Class:** ¿qué quieren para beber? **R:** Muy bien, ¿qué quieren para beber? **R:** la cuenta, por favor **Class:** Si, la cuenta, for favor **R:** La cuenta, por favor? **Class:** No, ¿me trae la carta, por favor? **R:** That's the difficult one, isn't it? All right. ¿me trae la carta, por favor? **Class:** No, ¿tiene una mesa libre? **R:** ¿me trae la carta, por favor? **Class:** Si, ¿me trae la carta, por favor? **R:** ¿qué quieren de postre? **Class:** No, ¿qué quieren para beber? **R:** ¿tiene una mesa libre? **Class:** No, ¿me trae la carta, por favor? **R:** Muy bien Vale. All right Now if you get your vocabulary books. Do write this down.

Checking meaning

Can we just go through. Just to make sure that you know what each one means. This one: oiga camarero? **Class:** waiter **R:** What would it be if it was a waitress? **Class:** camarera **R:** muy bien. Now, si ¿qué desea? What's this? **Class:** What do you want? **R:** yes, what would you like? ¿tiene una mesa libre? **Class:** (pause) **R:** What does that mean, tiene una mesa libre? **Pp:** Do you have a table? **R:** A free table, yes. You are asking for a table but you are

asking if they have a free table. *¿para cuantas personas?* Class: how many people? R: For how many people? *para dos personas* Class: For two people R: *¿me trae la carta, por favor?* Class: could I have the menu, please? R: Yes, could I have the menu.. more exactly could you bring me the menu, all right, this here, *me trae, traer*, to bring, all right? could you bring me the menu, please? *¿qué van a tomar?* P: what are you going to have? R: Yes, what are you going to have? eat. And *¿qué quieren?* PP: what do you want? R: yes, what do you want to drink and *la cuenta* Class: the bill R: alright .

Students copy the new language. R. goes round helping out small groups, explaining things to the large group and giving out worksheets

R: all right, what's *tiene una mesa libre?* Class: have you got a table? R: V. have you got a free table, *mesa libre*. R: what's *¿me trae la carta?* Pp: I would like the menu R: is it I would like the menu? PP: would you bring the menu R: would you bring the menu. Yes.

(440) Side B

R: All right, Can I just draw your attention to something? Do you remember when we were doing..? Can you look up for a minute? Just look up for a minute. Do you remember when we were doing, when we were talking about what would you like for the first course, second course. What we've done so far is say *de primer plato*, yes? Now, do you notice that there is another way of doing this and is simply *de primero*, instead of *de segundo plato* that we've learned, you just say *de segundo*. All right? So this is an alternative way of asking for the first course and the second course. So you could still say, *¿qué van a tomar de primer plato?*, right, it's just an alternative. Come on. One more minute, have you nearly finished? One more minute (Pause) Right, have you finished? PP: Do you have to learn it?

R. explains worksheet

R: Now, can you stop, please, what to a group which has you have to do here is to complete already finished the questions. This would be in order. previous activity So it means that the client says then he says something again. So keep to this order, but these exchange ... so the first one would be *..oiga, por favor*. This is just a dialogue

R: Now can you all turn to the worksheet and let me just explain to all of you what you have to do for the first exercise. In the first what you'll see is a dialogue in a restaurant but is all mixed up. Ok. So it's up to you to start off with what you'd say after you've called the waiter. *Oiga camarero*, is the first thing. What do you do after that? P: Says something inaudible R: Yes, be careful, because, if you notice in the left hand side you have *cliente, camarero, cliente, camarero* but it doesn't always go like this, right? you notice that there are two things that the client says in a row. One, two, three, four, five, Can you see the fifth line? *El cliente* says something and then says something else. So what is in order is the column of the left handside. What you have to decide is what is actually said at these points. Guess what the first would be after *oiga camarero*? PP : *¿qué desea?* R: *¿qué desea?*

Students work on worksheet and R. goes around helping out

P: I don't understand R: You don't understand? Right. This is a dialogue in a restaurant, right. These are the things the client says before the waiter. These are .. in order (505) It is these you have to order. They are all mixed up. The very first thing is *oiga camarero*, what happens after that?

R: What is the difference between *¿qué desea* and *qué desean*? What is the difference?

R: Remember the question marks

P: So you can choose what you want? R: yes, well you've got a certain amount of freedom .. if you ask this question, what would you have for desert? (617??) what could the waiter have said?

(620) R. checks activity

R: All right, can we just go through the first exercise so that we make sure that everybody is clear about what we've done?... Can I just say that there is an exclamation mark missing, can you write it in? *Oiga camarero* has got one exclamation mark at the end, can you place one before the o, please? Right, after *oiga camarero*? Class: *¿qué desea?* R: *¿qué desea?* After that? Class: *¿tiene una mesa libre?* R: *Muy bien, ¿tiene una mesa libre, for favor? Y después?* Class: *¿Para cuántas personas?* R: *¿Para cuántas personas? Muy bien. Y luego?* Class: *Para tres personas* R: *muy bien.* Class: *¿Me trae la carta, por favor?* R: *Bien* Class: *¿qué van a tomar de primero?* R: *¿Qué van a tomar de primero? C.? después?* P: (pause) R: *¿Qué van a tomar de primero?*

Exercise number one? P: ...*los sapos**... R: is it *dos sapos*? Class: *sopas* R: Be careful with that one. Right, *dos sopas y un gazpacho*. Después? Class: *¿qué van a tomar de segunda?*? R: *¿de segunda?* Class: *de segundo*. R: *de segundo*. Right. Good Class: *dos pollos y una tortilla francesa* R: *Muy bien, dos pollos y una tortilla francesa*. Después? Class: *¿Qué van a tomar de postre?* R: *¿Qué van a tomar de postre*. C? P: *un helado, un flan y fruta* R: *muy bien, un helado, un flan y fruta* Class: *¿Qué quieren para beber?* R: *¿Qué quieren para beber?* Class: *Una coca cola y un vino*. R: *muy bien y después?* Class: *la cuenta, por favor?* R: *Muy bien*

R. Explains next exercise

R: Now is the second exercise clear? There would be a gap for each word and ... can I just check with you that you do know what the words in brackets are? *Unos minutos mas tarde?* PP: one minute later R: Is it one minute later? PP: Minutes later. R: some minutes later, yes, some moments later, some minutes later and then *una hora mas tarde* Pp: an hour later R: An our later, all right D? Can you see that? *Una hora mas tarde*, an our later. P: Is that three? R: Just a second, I'll be with you in a minute. So, you see you have a certain amount of choice, but be logical about it. If they ask for fish they can't, the waiter can't just ask them what do they want for desert. All right? So be careful about the order of the exercise

(657) Pupils do the activity, R helps out in the small groups and individual students

R: All right C? So an hour later, so they've probably finished their food, well you know the bill, what else can you say about the bill? You could say the bill, but could you say something? P: *¿Puedo.....?* (inadible) R: It's up to you, as long as the dialogue is right. P: Miss... R: So you are doing number three? P: yes R: Can you manage? Just make sure that all the group on the table have the same entries for the menu. So what would you have *de primer plato?* Pp: Soup R: Soup? P: You just have one thing? R: As many as you can think of. It's up to you as be as inventive as you can and to use the vocabulary that you know already..P. what are we having for dessert?....

Checking

R: All right, can we just go through exercise number two, I think people have

finished now. All right, are you ready to go for the second exercise? All right, C?. Ok, let's go for the second exercise. *Oiga ...?* Class: *camarero* R: *¿Qué...?* Class: *desean?* R: Next one? Class: *¿Tiene una mesa libre?* R: *¿tiene una mesa libre, por favor?* But you could also have had, *¿me trae la carta?*, it was up to you, both are logical. Next, *unos minutos mas tarde*. Class: *¿qué van a tomar de primero?* R: *¿Qué van a tomar de primero?* Class: *¿Qué van a tomar de segundo? de postre?* R: *de postre*, H? what have you got for the next one? P: (silence) R *Y de postre, dos flanes* what have you got after that? P: *¿qué quieren para beber?* (only audible after R) R: *¿qué quieren para beber?, muy bien*. And what have you got for the next one, C. *¿Qué quieren para beber? vino y agua mineral con gas?* P: *¿me trae la cuenta?* R: *¿Me trae la cuenta, por favor?*. Good.

R explains third exercise and checks whether they know what to do
 R: do you all understand what you have to do for the third exercise? PP: yes R: D's table, do you understand what you have to do for the next exercise? PP :say something. R: Yes, you have to make up the menu in your restaurant. So under the first heading, *primer plato*, you can have? P: salad, *ensalada* Can we have a choice of *ensalada*? R: No, no, you can have the choice (?? 769)

Register R: OK Can I just do the register very quickly? Can I have silence while I take the register... (students start answering in English and then in Spanish), *si, si...Ok*.

R explains 4th exercise

Now there is only a few minutes left. When you have filled the menu, when you have completed the menu, what I'd like you to do is to pick one person to be a waiter in your table and go through the conversation that you might have if the rest of you were clients in the restaurant and you were offered this menu by the waiter. Right? So the waiter might ask, *¿qué quieren de primero?* And you might say, *no me gusta la sopa, quiero...* whatever you've got on the menu.

Setting homework and bringing the class to an end

And for homework, complete, write the dialogue out. So we've got three minutes now to practice. Don't worry about the writing down now. Try and get the dialogue going. See what you can, see the conversation you can make of it. And for homework, you write it down. Come on then Ok the homework is for monday. But remember that I want the other worksheets in tomorrow

Post-observation interview

(Part in Spanish, part in English)

R:... and C. was playing up, she came with lipstick and eye shadow... they didn't know but they might have guessed... I had to constantly go to her, because if I am not on top of her, she just chats away, distracts the others which are actually very good. D. is a little bit... but she can be very good as well. There was something I wanted to tell you but I have forgotten. [Trivial conversation till (019)] I didn't mentioned in the works that I did expect them in the very last sentence of the second exercise, the work, I really put that for the more able ones. They didn't just have to reproduce what I told them, they had actually to write a sentence together of their own thinking (??22) I mean what they knew was *me trae la cuenta?*, *la cuenta*, *por favor* They actually had to, if they could they had actually to say *me trae la cuenta?* They seem to make the link after that with a bit of help. So that was good. And... yes what I wanted to mentioned was that with this kind of teaching when you are teaching phrases, it's curious because I know they can reproduce the phrase and I know they know when to use it, but you have to be really careful that they know exactly what it means, so I don't know. Perhaps would be something to do at a later stage: to take like a did with the more able with that sentence that they had to take bits of that sentence that they know and see whether they can actually put them together and make changes, you know take parts of those sentences that they know as phrases and see if they can mix and see if they can actually play with the language themselves but... and that's something that happens in a few coursebooks: they just expect them to learn phrases and you find that they know how to say them, they know when to use them but they are not quite sure how to handle the language (level of noise raises as teachers come for a cigarette) if they are left on their own with those phrases. Will they know how to put the bits together? So.. they seem to do quite well with that one particularly. Yes, And that's something that worries me a bit, and perhaps translating, after the presentation isn't the best way to do it, but at least I make sure that they know what they mean, And that's why I actually wrote *traer* bring to help them (something else but impossible to hear...)

G: yes, you were talking about not being very happy about the translation, can you think of any other alternatives?

R: I suppose if I had been, if I had lots of time, or if I could afford another lesson on language that was similar, but I tried to do what I did with that last phrase, rather than to put too much emphasis on the translation, to make sure that they were aware of what each bit of phrase was by contrasting it with other bits of phrases and sort of teach them to put them together. So may be, I don't know... being able to spend more time as I did with that last sentence, that sort of thing

with more variations... But I don't think there is time for that. I know that I have to move on to more vocabulary food in the next... I could try a little bit, I could try a little bit, but I can't do it a a great extent because there is a lot of new vocabulary that they have to learn as well

G: It seems that the course you are using is based on a lot of vocabulary work, you seem to be doing a lot of vocabulary...

R: There is lots of vocabulary, but there are also phrases [yes, vocabulary and phrases] yes, a lot of the time. *Pasaporte* is much worse for that.

G: The material you used was it based on *Vaya*?

R: No, what I did was, I took the vocabulary and I took the structures, the phrases and then, that's what I took from the textbook [yes, all the content] the rest of the material I made up it myself, none of those exercises were actually in the book. Yes, I think in the coursebook they just expect them to read the translations of those phrases and go straight into making up whole dialogues. There is nothing in between practice. They go from presentation to complete production of the language.

(Rest of the interview was conducted in the staff room in Spanish. For the sake of consistency with the rest of the data I will translate the Spanish version on the cassette into english here)

R: to present them with a menu already made, but I thought this way would be better because it would help them to revise and make the activity more personal: that they themselves would chose what they wanted to have in their menus, so hat later they could work with their menu. But perhaps thinking about it now, that has taken up a lot of time. It was good for them, because it has made them look up again food vocabulary. They were going through the books and with their vocabulary books and they have been working very nicely, they have filled up the menu, but perhaps they have taken too much time to do that. Having in mind that it should have been revision. [That was the activity you were telling me about before that it was revision and you expected them to ..] Yes, then perhaps, I don't know; the interest of creating something would have been lost, but having presented them with an already made menu, would have meant more time to practice the dialogues and of course what I wanted them to do after. I don't know , I think that if I had to do the same class a again, perhaps I would change that. I would give them a menu already made. There is no time. And I am sorry that they hadn't had more time to practice the dialogues because... the table next to you, they were doing quite well, at least what I have heard and it is a pity because they could have brought to that dialogue a lot of vocabulary that they have, like *no, no me gusta la merluza, me gusta mas el bacalao* They could have done very well. [Are you going to do these dialogues in the next class, or are you going to leave it that way?] The thing is that I don't know whether I would have time. perhaps it

could be done what happened last time. The next lesson the first 5 or ten minutes a revision can be done of this and I can make them say the dialogue, dramatize it. It wouldn't be bad, because, as they had to write it for homework, they would know very well the language, they would feel very comfortable and they could do very well, then. But it's a pity not to be able to do it in the same class. Well something similar could be done...

Back to English

It only leaves 25 minutes for the presentation. The writing, the copying down took a long time. I mean I didn't see any other way of overcoming that because that is quite necessary. It took them ages to write that. [Yes, why did you think it took them so long to write it, was it the actual writing? because you were actually going round helping them, right?] yes, I don't know whether having the language on the OHP makes it a bit harder for them to see what is actually on the OHP. A few I know had a few problems with the spelling, they couldn't see exactly what was written on the OHP. But I just think it takes a long time, anyway. You know, all the writing activities, all the copying, they take ages to do, I don't know. And the presentation itself seemed to take a long time but I don't think I could have done with less time to present all that language. There is a lot there. But that wasn't my choice, I had to have all that done. And I think they did quite well, actually, considering that there was a lot there. Just would be nicer to have to spend less time on the presentation so that you could get lost of practicing. I am trying to think of things. yes, you've probably noticed that there is lots of different speeds of works there. There are people who take ages and there are people that when people were on the second exercise..., the table on my left was already practicing the dialogue, they had already written up the menu. It doesn't bother me that much actually. Except that you have to put up with a lot of noise in the classroom [very little noise in your class R.] Do you think so? [very little] Yes, there are some who are just writing and don't make much noise and others carry on with more exercises and having to talk, because obviously those exercises require talk, and I just wonder whether the rest can write comfortably with the others doing the talking. No, but apart from the noise I feel quite comfortable with that sort of teaching. I think it is possible to have a mixed ability class, at least at this level. I don't feel as comfortable in the upper school with this kind of teaching.

Third preobservation interview

14/3/91

Before we start the interview formally she tells me that today she hasn't got a lesson plan. When I asked her whether she meant a written plan, she agreed, but she also said she was going to improvise today.

R: We've just started a new unit in the book and it's all about the language of being ill and buying medicaments at the chemist and there is a lot of language to be covered in that unit, although it seems to be done, very, very quickly, so the unit begins with going to the shop and getting medicaments from the chemist's and then it moves on to look at illnesses. But I thought I'd do it the other way round. I thought I'd start off with the illnesses and spend two or three lessons on the different ways of talking about pain and some illnesses, so that then you can go to the chemist's and, you know, have the language of illnesses ready for going to buy something for your illness, that makes sense. So last lesson we did *tengo dolor de cabeza, tengo dolor de estomago, tengo tos, catarro and tengo insolacion, una quemadura, una picadura* and now we're going to do the structure of *me duele, me duelen and le duele, le duelen*, with more items, more parts of the body. Now I do see a problem here, and that's that the book doesn't actually dedicate a whole lesson, by any means, on this structure, it assumes that you are going to pick it up as you do other things. So I thought it was quite important to spend a whole lesson on the structure, but at the same time I thought that I couldn't just look at *me duelen* and *me duele*, so whereas it would have been better to have done just the parts of the body first, and then use these parts of the body for the structure to contextualise the structure, I've done 5 parts of the body and the structure on one go, so, I mean, I see the..., you know, it's not the best way to do it, but because I haven't got much time, I thought, you know, it wouldn't be feasible to spend a whole lesson with that one structure. So I felt I had to put new language in, to keep the rhythm of the class. So that's what I am doing. [but the new language you are putting into it is language related to the *me duele, me...*, that kind of thing, rather than, as you were saying before about the book, that it was different kind of language put together] No, what the book does is it starts off with going to the chemist's to buy something for an ailment that you may have and then it looks at how to talk about these illnesses, and I've done it the other way round. I want to make sure that they know, because the language to go into shops they are comfortable with, I think the most important part of this unit is really to be able to talk about what is hurting you and then being able to go to the chemist's or the doctor's with that. So I've just changed the order of the unit. So that's what

worries me a little bit whether they are going to feel, whether they are going to be overwhelmed by the lot of language of today and because I am introducing two different things: I am introducing vocabulary of the parts of the body and I'm introducing a structure I am going to have to incorporate two different kinds of practice in the worksheet. So on the one hand, I've got vocabulary checks and on the other hand I've got structural checks. And they are going to be expected to produce both things obviously at the end of the worksheet, so that's alternating between practice and vocabulary and practice and the structure. [and the different activities you are going to be doing?] Well I am going to present... actually what I am going to do first of all, I am going back to the structure of *me gusta, le gusta*, which is quite similar to *me duele*, and they know that structure, to get them thinking along those lines and then, using the OHP I am going to present the new language with this body in the OHP. I am going to separate the singular and the plural for them and Q/A, they write the language down, then on the worksheet, first you start off with some matching exercises, the first two exercises are vocabulary, vocabulary for parts of the body, they are going to match sentences with a picture, the second exercise they are going to just check whether the sentences are right or wrong about these items of vocabulary, the third one moves on to practice of the structure, just giving them a choice to use the right structure, singular or plural for the items of vocabulary they've practiced a little bit. The worksheet is very much like a written Q/A progression. I end up with a little bit of pairwork. I mean I don't feel that's very exciting at all, I think it's quite boring. The worksheet is not terribly imaginative. It ends up with a little bit of pair work: *¿qué te duele?* the student points to a symbol, *la cabeza*, and you end up with writing notes. And I wanted to end up with an exercise which would include language that they've just learned with a little bit of revision. So they are going to have to not only explain what is wrong with them, but why they can't do something, why they can't go to the beach or to ... and they have to write notes to a friend and ??? them out and that's it. [and something about the why? the rationale?] Why behind all of these exercises? [well, you may not want to go into detail, just you can say something in general terms] As always you have to lead your students from just recognizing something to producing on their own. [and the only problem that you think they may have is to deal with different kind of language as you said before] yes the fact that I am not really contextualising new language in old language, but rather... I mean the structure would be familiar to them because it's like *me gusta, te gusta*, but it's a new... so the difficulty might be that they might need a known structure for the parts of the body or viceversa that they may need old vocabulary for the new structure. And they might get a little bit confused that every thing is nearly new here.

Written worksheet

14 YEARS

¿QUÉ TE PASA?

10 YEARS

MATCH THESE SENTENCES WITH THE PICTURES BELOW



1. Me duelen las muelas 2. Me duele la cabeza 3. Me duelen los pies
 4. duele el brazo 5. Me duelen las piernas 6. Me duele el estómago
 7. Me duele la garganta

¿É TE DUELE? ARE THESE SENTENCES CORRECT?

- Me duelen las muelas. [throat hurts]
 Me duele la garganta. [legs hurt]
 Me duele el brazo. [arm hurts]
 Me duelen los pies. [head hurts]
 Me duelen las piernas. [stomach hurts]
 Me duele el estómago. [feet hurt]
 Me duele la cabeza. [tooth-ache]

CHOOSE THE CORRECT WORD IN BRACKETS AND REWRITE THE SENTENCES.

- [Le duele/le duelen] las piernas.

 [Me duele/me duelen] la cabeza.

 [Me duele/me duelen] los pies.

 [Me duele/me duelen] la garganta.

 [Me duele/me duelen] el estómago.

 [Me duele/me duelen] las muelas.

 [Me duele/me duelen] el brazo.

RECT THESE SENTENCES.

Me duele la pierna.
 No,

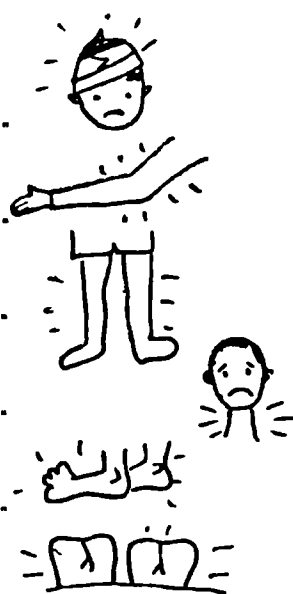
Me duelen las muelas.

Me duele el estómago.

Le duele la cabeza.

Le duelen las piernas.

Le duelen los pies.



Spanish 9B**9 am****Lesson recording****R explains what they do today**

R: Ok what we are going to do today is to do a very quick revision of *me gusta, te gusta, le gusta*, that you are quite comfortable with now. Then we are going to move on to parts of the body and how to talk about things that are hurting, so my head is hurting, my stomach is hurting...

R: takes the register

R: let me take the register first of all... can I have quite, please, I can't hear... (pupils answers *si*)

R does a revision activity: by Q/A

R first of all lets start with a quick revision of *me gusta, te gusta and le gusta*.
X *te gusta la paella?* **P:** *no, me gusta le paella.* **R:** *Vale. ¿X te gusta el flan?* **P:** *No, no me gusta el flan.* **R:** *X, ¿te gusta el helado de chocolate?* **P:** *Si, me gusta el helado de chocolate*

R: All right. Now *¿le gusta el helado de chocolate?* **P:** *Si, - le gusta el helado de chocolate.* **R:** *Muy bien, ¿te gusta, te gustan las gambas?* **P:** *No..* **R:** now, *no me gustan..* how do you finish that? **P:** *no me gustan (?)* **R:** *no me gustan las gambas.* Why? Why do you add an *n* there? Yes? **P:** because there is more than one. **R:** Yes, because there is more than one. That's right. *Gambas*, plural. *No me gustan las gambas.* Good. **X** *¿te gustan los tomates?* **P:** *No, no me gustan los tomates.* **R:** *Vale.* **X** *¿te gusta el helado de fresa?* **P** *Si, me gusta el helado de fresa.* **R:** *Vale, ¿a X le gusta el helado de fresa?* **P:** *No, no me gusta el helado de fresa.* **R:** *Vale, a ti no te gusta el helado de fresa.* **A X,** *¿le gusta el helado de fresa?* **a X?** **P:** *Si, le gusta el helado de fresa.* **R:** OK. **R:** Now, if we're talking about what somebody else likes, what she likes, what do we need there, **X?** **P:** *le gusta.* **R:** *Le gusta*, right, *a mi me gusta el helado de fresa, a X no le gusta el helado de fresa.* **X** *a ti te gusta, ¿te gusta, a ver, la tortilla francesa?* **P:** *Si, me gusta la tortilla francesa.* **R:** *Vale, ¿te gusta la tortilla francesa.* **X.** *¿a X le gusta la tortilla francesa?* **P:** *Si, si le gusta...* **R:** *la tortilla francesa, si le gusta la tortilla francesa a X.* **Y a ti, ¿te gusta, a ver, te gusta el gazpacho? **P:** *No, no me gusta el gazpacho.* **R:** *No te gusta el gazpacho.* And *¿le gusta el gazpacho?* **P:** *No***

le gusta el gazpacho. R: Very good. So we've got two things to remember there. What are those two important things to remember about *me gusta, le gusta*.. yes? P:.. R: Good, when we are talking about more than one, plural, something you like, you have to add one *n*, *me gustan las gambas, los tomates, las verduras*. And then we have to be careful because if we are talking about what somebody else likes you have to add, we have to change *me gusta* for *le gusta*. Good.

R: introduces new language (explains previous activity, OHT (Pablo), repetition (choral & individual)

I am revising this because when we talk about things are hurting us in Spanish it is a very similar idea, it is a very similar structure.() Right. This is Pablo. *Este se llama Pablo. A Pablo le duele la cabeza. ¿Podeis repetir? A Pablo le duele la cabeza. C: A Pablo le duele la cabeza* (not very clear) R: Right, *escuchad. Le duele. C: le duele. R: la cabeza. C: La cabeza. R: Le duele la cabeza. C: Le duele la cabeza. R: Muy bien. Le duele la cabeza, X. P: Le duele la cabeza C:Le duele la cabeza. R: Le duele la cabeza, X. P: Le duele la cabeza.. R: All right. Le duele la cabeza, X. R:Muy bien. Le duele la cabeza, X. P:Le duele la cabeza. R: Muy bien. Le duele la cabeza, X. P: Le duele la cabeza. R: Muy bien, now. Le duele el brazo. C: Le duele el brazo. R: Muy bien, le duele el brazo, X. P Le duele el brazo. R: Muy bien, le duele el brazo, X. P Le duele el brazo. R: Good. le duele el brazo, X. P Le duele el brazo. R: Muy bien, le duele el brazo, X. P Le duele el brazo. R: Le duele el brazo. P Leduele el brazo. R: Le duele el brazo.P Le duele el brazo*. R: brazo. P: brazo. R: Now, I think you know this one, don't you? C: *estómago*. R: Good, *le duele el estómago. C: le duele el estómago. R: le duele el estómago () X. le duele el estómago. P: le duele el estómago. R: X, le duele el estomago. P: le duele el estómago. R:le duele el estómago. P: le duele el estómago. R: Muy bien, le duele el estómago. P: la* le duele el estómago. R: Muy bien. Vale. () Le duele la garganta. C: Le duele la garganta. R: la garganta. C: La garganta. R: le duele la garganta. C:le duele la garganta. R: le duele la garganta. P: le duele la garganta. R: Muy bien, le duele la garganta, X. P:le duele la garganta. R: Muy bien, le duele la garganta, X. P: le duele la garganta. R: Muy bien, X le duele la garganta. P: Le duele la garganta. R: Muy bien, now, *escuchad. Le duelen las piernas. Le duelen las piernas. C: Le duelen las piernas. R: Good. Le duelen las piernas, X. P: Le duelen las piernas. R: OK. I really want to hear that *n*. Le duelen las piernas.P:Le duelen las piernas. R: Muy bien. Le duelen las piernas. P: Le duelen las piernas (not clear) R: Le duelen las piernas, X. P: Le duelen las piernas. R: Have another go. Le duelen las piernas. () No te oigo, a ver. P: Le***

duelen las piernas. R: Muy bien, vale. Now, le duelen los pies. C: Le duelen los pies. R: Le duelen los pies, X. P: Le duelen los pies. R: Muy bien. P: You know when you say le duelen. ... is it d..? R: Yes, you are saying it all right. Ok. Le duelen los pies. PP: Les duelen.. R: Le duelen..it's it le duelen. Right. Le duelen. X and X could you put those away now? You'll finish those later. Try to listen to this. It's quite important to get this stage right. Le duelen los pies. C: Le duelen los pies. R: Le duelen los pies, X. P: Le duelen los pies. R: Muy bien. Le duelen los pies. P: Le duelen los pies. R: Muy bien. Le duelen los pies. P: Le duelen los pies. R: Muy bien. X, le duelen los pies. P: Le duelen los pies. R: Vale, muy bien. And now. In here it's a bit difficult with the drawing. What are we talking about? Le duelen las muelas. C: Le duelen las muelas. R: Le duelen las muelas. C: Le duelen las muelas. R: X, le duelen las muelas. P: Le duelen* las muelas. () R: X, le duelen las muelas. P: Le duelen las muelas. R: have another go. Le duelen las muelas. P: Le duelen las muelas. R: Le duelen las muelas. P: Le duelen las muelas. () R: Le duelen las muelas. P: La* duelen las muelas. R: las muelas. P: las muelas. R: Le duelen las muelas. P: Le duelen las muelas. R: Le duelen las muelas, le duelen las muelas. P: Le duelen las muelas* R: Las muelas. P: Las muelas. R: Le duelen las muelas. P: Las, le duelen las muelas. R: All right.*

Yes/No (using OHT as cue)

R: Now. Si o no, vale? Si o no? Le duele la cabeza. C: Si. R: Le duele el brazo. C: Si. R: Le duelen las piernas. C: Si. R: Le duele la garganta. C: No. R: Le duelen los pies. C: Si. R: Le duele la cabeza. C: No. R: Le duele la cabeza. C: Si. R: Le duelen los pies. C: Si. R: Le duele el pie. C: No. R: Le duele el estómago. C: Si. R: Le duelen las piernas. C: No. R: Le duelen las muelas. C: Si. R: Vale. ()

Alternatives

R: Now, I'll give you two sentences, you give me the right one: Le duele la cabeza o le duele el estómago? C: Le duele la cabeza. R: Muy bien. ¿Le duele la garganta o le duele el estómago? C: Le duele el estómago. R: Muy bien, le duele la garganta o le duele la cabeza? C: ¿Le duele la cabeza. R: Muy bien. Le duelen las piernas o le duelen los pies? C: Le duelen los pies. R: ¿Le duelen las piernas o le duelen las muelas? C: Le duelen las piernas. R: Está bien. ¿Le duelen los pies o le duelen las muelas? C: Le duelen las muelas. R: Muy bien. Right, are you ready to do it on your own now? ()

Full answers

R: ¿Qué le duele? C: Le duele el estómago. R: Muy bien. ¿Qué le duele? C: Le duele la garganta (not very clear). R: ¿Qué le duele? C: Le duele la garganta. (not very clear) R: Yes, ¿qué le duele? P: Le duele la garganta. R: That's right. Le duele la garganta. C: Le duele la garganta. R: All right, ¿qué le duele? C: Le duelen los pies. R: Muy bien. ¿Qué le duele? C: Le duelen las piernas. R: ¿los piernas o las piernas? C: las piernas. R: Good, that's right. Qué le duele? C: Le duele el brazo (not very clear) R: ¿Qué le duele? C: le duele el brazo. R: Muy bien. ¿Qué le duele? C: Le duele la cabeza. R: Muy bien. ¿Qué le duele? C: Le duelen las piernas. R: Muy bien. Vale.

Checking meaning: (by translation and eliciting grammar)

Now let me just check that you know what all this means. *Le duele la cabeza?* C: *si*. R: No, *si le duele la cabeza*, but what does it mean? *Le duele la cabeza?* C: headache (??) R: headaches. *¿Le duele la garganta?* C: the neck. R: Not the neck, the throat. What about this? *le duele el brazo*. C: Arm. R: *le duele el estómago*. C: stomach ache. R: Good. *Le duelen las piernas*. C: knees. legs. R: Legs. And what about this? *Le duelen los pies*. C: feet ache. R: Feet ache. And *le duelen las muelas?* C: Tooth ache. R: Tooth ache. (???) He's got tooth ache. Now you tell me what the difference is between the purple and the red? Yes, X. P: singular plural? R: So, what difference is that going to make? Yes, X? P: that the word *duele* adds an *n* to it. R: Yes, that the word *duelen* is going to have *n* if we are talking about something plural that is hurting. So, get your vocabulary Pupils copy the new vocab books.

R. goes round helping individual pupils and explains things for the whole class and hands out worksheets

R:... in case it's not clear *las muelas* is (spells muelas) it's hurting... now when you say *le duele la cabeza*, are you just saying headache? PP: head aches. R: Well, more exact he, his head hurts. All right? Literally... so don't just write headache in your vocabulary books. His head is hurting. His leg is hurting.() I'll tell you why.. I mean it may seem very similar to say he has got a headache, and you may think there is no difference, but in fact next lesson we are going to learn how to say that. And it's a difference, it's a different phrase all together. Right. So you are going to see the difference in Spanish between he has got a headache and his head hurts. So it's a (240??) now. although it may seem very similar, please now do write his head hurts.

R notices some pupils have already finished and tells them to do

something else, checks pace

R: If you've finished copying, you can start with the worksheet now...In case you are wondering what the fourth drawing is... PP: feet R: yes anybody finished now?... has... everybody's finished number one? R: Checks exercise R: All right, let's go through the first exercise. Will go by the first picture over there... *me duele el brazo*. What about the second one? P: *me duele el estomago*. (not clear) R: *Me duele el estomago*. What's the sentence for the third one? C: *Me duele la cabeza*. R: *Me duele la cabeza*. The one in the middle. C: *Me duelen las muelas*. R: *Me...?* C: *...duelen las muelas*. R: *... duelen las muelas*. *Me duelen las muelas*. Next one? C: *Me duele la cabeza*. R: *Me duele la cabeza* and those feet there? C: *Me duelen los pies*. R: *Me duelen los pies*. And the last one. C: *Me duelen las piernas*. R: Good. *Me duelen las piernas*. Has everybody finished number two? C: Yes. R: Now, *me duelen las muelas*, ¿*si o no?* C: No. R: *Me duele la garganta*. C: No. R: *Me duele el brazo*. C: Si R: *Me duelen los pies*. C: No. R: *Me duelen las piernas*. C: No. R: *Me duele el estomago*. C: No. R: *Me duele la cabeza*. C: No. R: Good. Now number three. What do you have to watch out for number three? C: plural. R: Right, singular or plural and also you've noticed that we are not just talking about what's hurting me, but in one instance you are talking about what's hurting him or her. Where's that? C: The first one. R: The first, so also for number four be careful, whether we are talking about something which is hurting me or him or her. So has everybody done number three? C: Yes. R: ¿*Le duele o le duelen las piernas?* C: *Le duelen las piernas*. R: *Le duelen las piernas*, good B, ¿*me duele o me duelen la cabeza?* C: *me duele la cabeza*. R: Si, ¿*me duele o me duelen los pies?* C: *Me duelen los pies*. R: *Me duelen los pies*. What about D? C: *Me duele la garganta*. R: *Me duele la garganta*, e? C: *Me duele el estómago*. R: Good. *Me duele el estómago*. Now, f? C: *Me duelen las muelas*. R: Sorry? C: *Me duelen las muelas*. R: Good, *me duelen las muelas* and g? C: *Me duele el brazo*. R: *Me duele el brazo*. Good. Has everybody finished number four? C: Yes, no. R: Just a couple of more minutes... (439)

R. hands out the second part of the worksheet

R: has everybody finished number four now? ... everybody's not finished number four? ... OK Let's go through it.

R checks number four with whole class

Me duele la pierna. C: No, *me duele la cabeza*. R: Good. *Me duelen las muelas*. C:

No, me duele el brazo. R: Muy bien. Me duele el estómago. C: No, me duelen las piernas. R: Me due..? C: ...len. R: Me duelen las piernas. R: d? C: Me duele la garganta. R: Me duele la garganta, e, le duelen las piernas. C: No, le duelen los pies. R: Good, f, le duelen los pies. C: No, le duelen las muelas. R: le due..? C: .. len. R: le duelen las muelas. g, le duele el brazo. C: No, le duele el estómago.

Listening activity:

R Now, let's go to the listening exercise... Now, you are going to listen to 5 people ... all you have to do is listen out for what's the matter with them, now, some people may mention more than one ailment, but just note down one... well, all that is necessary, so if you feel like putting it all, do (??). yes, I know, cross that one out, there are only five people ... are you ready? ... yes... I only wanted you to do this in English, but if you feel you can do it in Spanish, do. So here we go... *Número uno: ¿Qué la pasa señorita? No me encuentro bien. Tengo fiebre y dolor de cabeza. Me parece que tiene una insolación. Ha tomado mucho sol, ¿verdad? Pues sí. Número dos: ¿Qué te pasa? No sé. Tengo dolor de estómago. Comes demasiado. Toma estas pastillas. Número tres: ¿Qué le pasa señor? Uí, tengo fiebre y tengo dolor de garganta. Bueno voy a llamar al médico, ¿Vale? sí, sí muy bien. Número cuatro: ¿Qué te pasa? ¿No quieres visitar más momumentos? No, tengo dolor de cabeza y me duelen los pies. Entonces no vamos a visitar más sitios. Vamos al hotel. Numero cinco: Qué le pasa señora, no le gusta la comida española? Sí, sí, pero no puedo comer, me duelen las muelas. Entonces tiene que ir a un dentista. Si mañana voy.*

R do you want to do that again? (?) **C:**No,

R checks the activity

R: So, A, what's the matter, *¿qué le pasa?* **PP:** answer different things. **R:** *dolor de cabeza*, Ok. What about b? **C:** stomach aches ?? **R:** stomach hurts, good. What about c? **C:** sore throat (among other things) **R:** Sore throat, his throat hurts. d? **C:** they say different things. **R:** Two, good, so the feet were hurting and also the head was hurting, good. And what about the last one? **C:** Tooth ache. **R:** Tooth ache. Right. Now, just one question, did you hear all the time, *me duele la* **R** checks what other *cabeza?* **C:** No.. **R:** No, what else did language they've heard you hear? **C:** *tengo dolor*. **R:** *tengo dolor*, right. So that's what we will learn next lesson, yes, I have...Do you remember which one you heard *me duele* for? ... la cabeza? ... well it doesn't really matter. *Me duelen los pies... Me duelen las muelas..*

Activity number 6: explaining

If you go on to number six. One question about number six .. look at the pictures and answer the question: *¿qué te duele?* Now what do you think the answer is? P: *me duele...* R: *me, me duele*, why is that? P: you are talking about yourself? R: because you are talking about yourself, why , why are you talking about yourself? .. is asking you *que te duele? a ti, qué te duele?*

Pupils do the activity individually and R goes round checking the activity with individual students, she also checks pupils' writing

Checks activity number 7 in pairs

R: can I have some of your questions and answers.. we've finished quite early today, so we've got time to go over this

Tells them to be quiet.

R: ... What is your question going to be? C: *¿qué te duele?* P: *¿qué te duele?* P: *me duele el estomago?* ... R are you sure it's *me duele la** (?) P *me duele*. ... P: *¿qué te duela*?* R: *¿qué te ...?* P: *duele*. P: *me duelan**, *me duelen los pies?* R: X? P: *¿qué te duele?* P: *me duele la cabeza*. R: *Me ?* P: *Me duela**, R: *Me ?* P: *Me duele*. R: *Me duele la cabeza*. P: *Me duelen las muelas*. R: Could you say the whole sentence for me? P: *Me duelen las muelas*. R: Do another one and ask the question to X. P: *¿que te duele?* P: *Me duelen los piernas** R: *Me duelen?* P: *las piernas*. R: Good, very good. Right. X and X. P: *¿Qué te duele?* P: *Me duele la cabeza ... y me duelen las piernas ...me duelen las piernas*. R: Good, X. P: *¿Qué te duele?* P: *me duelen, me duelen los* muelas*. R: *Me duelen?* P: *los, las muelas*.P: *¿qué te duele?* P: *me duela* la cabeza* R: *Me.. due..?* P: *..la la cabeza*. R: *No, me duele..* X. Can you speak up a little bit? P: *me duela** ... (not very clear) P: *¿qué te duele?* P: *me duele ..* R: ...Can we have one from that table over there? P: *¿qué te duele?* P: *me duelan* las muelas*. R: *Me ?* P: *me duelan**. R: ... *duelen* P: *duelen las muelas*. R: Ask her. P: *¿qué te duela*?* P: *me duelen las piernas*. *¿Qué te duelen?* P: (they burst into laughter) *me duelan* las* pies*. R: *los*. P: *los* R: Do one more, X... P: *¿qué te duele?* P: *me duele la cabeza*.

R: Now, can I just see if these sentences that you wrote for number 8 are correct (Pupils at the back of the room burst out with laughter)

R tells them to be quiet

R: ... quiet, please,.. X, come on. P: *me duelen ... las ... los pies*. R: X? P: *Me duelen los pies, me duele la cabeza* P: *No puedo ir a la piscina, me duele la cabeza*. R: *Muy bien*, X? P: *No puedo estudiar me duele la cabeza*. R: *Muy bien*. Do one more please. ... Come on P: *No puedo ir a la piscina, me duele el brazo*. R: *Muy bien*. We haven't finished yet. Yes, X? P: *no puedo ir a la piscina, me duele el ??*. R: *Muy bien*, X? P: *No puedo ir a la piscina, me duelen las piernas*. R: *Muy bien*. Do one. P: Oh, me. *No puedo ir al cine, tengo tos*. R: Bien. Right. That was what we looked at last lesson. Anybody else has used any of the language that we looked at last lesson? ... *tengo tos, tengo* ...X, can you do one? P: *No puedo ir a ...* R: Can you speak up, please? P: *No puedo ir a ...?? me duelen las piernas*. R: Right, one last question P: (was not heard). R: X, did you hear that? No, well I didn't hear it either because you've been talking. Can you say that again? P: *No puedo ir a la piscina, me duelen las piernas*. R: All right, god, now.

Reading comprehension

R:... minutes spare, if we can do that reading comprehension. It's postcards...
reading comprehension

She goes round to help out
with the activity
Checks the activity.

Packing up

Third Post observation interview

R I've definitely changed with my year 11.... because I was quite firm at the beginning, but I tried to be close to them, but now I am horrible to them, I am really strict, I shout and I don't like it but I have to do it, it's dreadful. My voice's certainly changed, it's hardened. M noticed it the other day(impossible to hear, too much noise)

I don't know what to say [you've already said something] It was too short. They just went through it very, very quickly. I made a point of giving them more practice, the worksheet was actually longer than the ones I usually do, because there were two different things I was introducing that needed practice in both, but they went through it very quickly. I think also they are used to the, to my way of doing a lesson, carry out the lesson, they got used to like there is always a ticking exercise, there is always a matching exercise, there is always an exercise that you have to write a sentence. They are really familiar with that routine, that's why they can do it more quickly.

(somebody else: did they recognise the picture?), yes they did, I thought I better made... because I asked what the picture was, and she said it was feet, and then she said it was ears, so I made sure before anything, and made sure what it was and they got it.

I was really surprised at the fact that they couldn't see... a lot of the girls kept saying me *duela*, for some reason, I don't know why they came up with that, because when we were doing the presentation they seem to be getting *duela* without any difficulty, but then when it came to the end of the class they went into this nasty habit of saying *duela*, I don't know. Perhaps it's because of the way, perhaps it's the 'i' (??) which is short in English, you know, they started saying *duela* and then they got more relaxed about 'i' and got to sound more like and 'ai' in the end... what am I supposed to be talking about? [about the class] how it went? in general? [or in particular] Yes, I really had to think of an exercise at the end because I didn't have anything else prepared, so the reading comprehension that we did at the end was something that I was going to give them for homework, so they did it in class. Some of that still worries me, it's not so much to do with language, so I don't know if it's relevant to this, but why the group near you was behaving. I think that to an extent they were influenced by the camera, I don't really know how to deal with that, I am, my natural instinct was to react to it, but in a good humour way, because for them having a camera is a novelty for them, something that they are tempted to play along with, playing

up to, so I thought they were getting a bit funny, anyway... I don't know whether I should have been firmer there

[they weren't like that last week, were they?] they weren't were they? [what you were saying about them being used to your way of planning, to your scheme of work, how does that influence their learning of the language, do you think? what is the relationship between getting used to the actual activities in terms of what they've learned and how they've learned it?] Apart from the obvious question of time, that they do it quicker, I am not sure, I am not sure about that, I wonder whether I haven't really thought about it, but perhaps the fact that they know what they have to do, they've got used to a routine, makes them think less about the language, I am not sure. Yes, they know that they are going to start off with a matching exercise and the second is an option. Whether they think, "oh I know what this is, and I know that I am going to get it, I got a 50/50 chance of getting it right, so I just go quickly through it", I don't know, that's something to think about. You know, whether may be surprising them with a different kind of exercise might make them focus on the language more, rather than on the routine and they can do it without any but it's quite nice for me because it makes it easy for me, because I don't have to explain how to do it, it makes it much smoother.

Something that I feel was missing, and it's missing generally, I think, in this group, in this level is that I am not giving them enough reading, I know that when we were presented with this method, the reading of sentences, decide whether they were right or wrong was regarded as enough reading practice. But I really feel that now they are ready to do, to read longer passages. May be the exercises in this kind of work are a bit bitty (???) too short and too quick, they can get through them too quickly, may be that ties again with the question you asked about the routine, may be now they are ready to, sometimes, to read longer passages. It's has become too comfortable. The actual structure is too comfortable for them. The worksheet. I was very pleased with the way they picked up, with the way they linked *me gusta*, *me gusta* to this structure, I thought that was, they did that really well. They seemed to get the different between *me duele* and *me duelen* quite easily. That was good. And I don't think. You know that I was saying before that may be I was wrong to introduce vocabulary and the structure at the same time, I think it worked out quite well, I think they could handle it. And may be because they could make a link with *me gusta*, *me gustan*, so I am glad that I did that little revision of *gustar* before I started. [how did the pair work activity go?] Yes, it was too short, it wasn't really a role play, it was too structured for that stage, because they were so comfortable with the language, I think they could have may be, or I could have devised an exercise where they need to put in more language than just the question and the answer, may be I should have, I don't know, included something like, 'do you want to go swimming' and revise more language through that, I think they could have, because that group

really likes doing role plays. They did a beautiful one the other day on ordering food in a restaurant and it would have been nice if I had introduced, not if I had introduced, but if I had revised language that they knew and also ask them to incorporate the new language in longer, more free, rather than just pointed, find an illness that would mean that they couldn't go to a particular place, but let them choose from a wider range of options. Well that was too short. It wasn't demanding enough, I don't think. Yes, I had mixed feelings about the listening, because the actual listening, every dialogue didn't have the structure that we were practicing, only I think it came up twice in three times, and the rest was *tengo dolor de* as opposed to *me duele, me duelen*. And I thought on the one hand that 'd be good because I want them to become aware that there are two different ways of talking about pain, and we are going to be looking at the other way of talking about pain next lesson. But at the same time I wonder whether that was too much whether I should have stuck to the structure that we were looking today. I think that kind of exercise is probably better for the brighter pupils, may be I was not catering for everybody. What else? Something I wish to have done is, was in the presentation when I was using the OHP whether I could have may be not just done the question and answer with *me duele*, or whether I could have have used other persons, *me duelen, te duelen* as well. But again, they seemed to be quite comfortable with that structure, it didn't turn up badly in the end. What else? I mean, looking back on that lesson, if I was going to do the lesson again, probably, I would make more sure that there was more reading, a longer block of reading and also more writing because they got through it so comfortably, may be I could have done some writing in the last exercise, it would have being nice like as in the role play to build up a whole dialogue that they could have written out as opposed to have them do sentences. I think that's why I'd developed it for that class, how I might do the worksheets if I was to stay here longer: build up from the writing and the reading, not just get them to produce simple sentences, let them slowly a recycle of language much more... I think that's all.

SR: Interactive thinking on third lesson

Thought Processes during Lesson

~~Will they feel motivated by this explanation? Will they want to learn this language? Do they feel this language will be important to them?~~

- I hope they remember this language. It is vital that they should feel comfortable with this structure in order to move on to the similar "me duels" "le duels" etc.
- ~~Are they tired of practising food + likes/dislikes? Do they get pleasure from being able to produce correct effective Spanish?~~

A surprised me. She can be so good, yet appears to make careless mistakes which do not match her immaculately organized & hardworking character.

Am I labelling the point too much? No, I must be sure that they have absolutely no doubts about this known structure.

What a silly question. I used to practise known structures + vocab yet I'm sure she has never tried gazpacho.

I'm pleased with the way they remember all. Feel justified in bringing in new structure + vocab now. I think they will be able to cope, and comparison with 'gustar' is worth/while & effective - they should find next bit easy.

I do not expect stars to produce A x le duels, so I'll forget it from now on.

Good. They offer without my asking known language. Does this mean they don't mind language being practised again & again but

) Is this C trying to "play" to the video? Is my pronunciation not clear?

) Should I spend more time on this section? I'll find out now

True they coped well.

I'll start off with best known vocab. item

I don't feel comfortable with this translation checking - how else could I do it as quickly though? Also unhappy about 2 possible translations - shall have to clear that up afterwards.
They've seen it! Good!

This is awkward to explain Should I go on? Will I confuse them?

Very difficult to draw test! !!! I wanted to make sure that the drawing was clear. They're good!

I do worry about Kays. She's very busy about work. I want to 'look after' her + encourage her but not being at all punitive - this might scare her away from Spain altogether.

Why are they taking so long in writing up lamp from the OHP? they all seem to be working. Is my writing not clear enough? Too small still?

of the final, easier exercises

I feel that this checking might bore stds, especially the more able ones I'm constantly being reassured about this personal doubt however, all students participate in the checking + seem

to enjoy ticking off their correct answers.

I enjoy going round + guiding pupils at different stages of their activities.

Only more able pupils will be able to complete table - Spanish - this is fine, since I'm interested in pupils merely understanding lang. If some can do more than this, all the better.

Good! some pupils were able to pick up a different structure for talking about pain.

I like it when J offers answers in class. She is fairly able but has a tendency to give up at times. I heard her offering an answer just now. Hence I received the answer from another pupil, so I turn to her now for the next question which I know she'll be able to answer correctly, thus building up her confidence.

Concerned about this sudden "duelan" where has it come from?

Want to make sure that this table clears up the "duelan"

"Duelan" has disappeared, thank goodness!

Pleased that they have coped with lesson + finished early, but dislike having to give homework for class activity.

This group's behaviour... how should I react to it? To what extent is video camera doing this to the 4 & should I make an exception?

Activities

Oral Question and Answer - Me gusta(n) te gusta(n) le gusta(n)
Known language. Ask stds to make explicit knowledge/
hypotheses

Presentation - le duele(n) los brazos/ las piernas/ las
muñecas/ los pies/ la cabeza/ -el -estómago/
la garganta.

Question + Answer - Graded. From simple Yes/No answer
through to full production of target
language.

Consolidation Copying new lang into vocabulary
books.

W/Sheet 1 Recognition only.

W/Sheet 2 " " - VOCAB

W/Sheet 3 Recognition + reproduction - STRUCTURE

W/Sheet 4 Production of target lang with support of model
VOCAB + STRUCTURE

W/Sheet 5 Listening - Pick out known from unknown.

W/Sheet 6 Full written production

W/Sheet 7 Full oral production in pairs

W/Sheet 8 Full written production - less controlled

Achilles Description + Rationale

Q+A with known language. I wanted to ensure that stds felt comfortable with known structure so that shift to new structure is easier. Gustar → Doler

Also, I expected students to be able to talk about the language they knew. Talking it through will help them understand the structure more successfully. Once they have been able to verbalize their hypotheses, they will more ready to build upon them.

Presentation

Once a very thorough revision of 'gustar' was carried out I felt ready to move on to presentation. 'A' above had taken longer than usual, and I had intended it to be so. I had decided to present a new structure AND new vocabulary & was aware of the dangers of this choice. However, the rhythm of the textbook & department meant that I had to keep up quite a brisk pace. If I could really sense GUSTAR well, and if I could make stds see that GUSTAR is very similar to DOLER then what might be considered an overload of language could in fact result in a fairly smooth lesson. Std's would not be dealing with new lang alone, but could build upon their old knowledge of GUSTAR.

Once the link between these 2 verbs were established, the presentation was straight forward enough and students coped very well.

7 vocab items presented - 2 of these stds were familiar with

Question & Answer

Straightforward. Students were led from fairly understanding choral repetition through to individual reduction of target lang after target question. The gently graded Q & A allows students to form hypotheses about the new language; they have the opportunity to test these hypotheses & patterns & eventually are comfortable enough with these patterns (their meaning & form) to produce them on their own.

Copying new language - Consolidation.
checked one last time stds understanding through translation (not entirely happy about this use of q & a). Students then copied new lang into their red books. This ensures that they have a correct record of new lang. It is also the first time that new lang is seen in written form, thus rounding off their grasp of the lang & allowing them to fix it in their minds more permanently.

Sheet 1. Recognition only.

2 practice activities in the w/sheet are graded. Stds will work on their own through a series of exercises which increase in difficulty. The w/sheet provides practice in the new skills, and allows stds to work at their own pace. Though ideally all stds will complete the last, more demanding ones, I will be satisfied if all stds reach at least activity 5. Completion of 5 (at least) will ensure that stds move to next lesson with ease.

first exercise on the w/sheet requires stds to merely recognize

the new language. If successfully completed I can be sure that stds know what the new lang means & how it's formed.

W/Sheet 2 Yes/No Recognition of VOCABULARY

Stds are not yet producing the target lang but are only asked to recognize the meaning of this new word & make a further decision about it. Again, I am a bit too happy about the use of English here, but this particular class had no E2L pupils & the checking was quick & efficient.

Since my presentation involved a new structure & new vocabulary I had to 'juggle' with the practice activities on the W/Sheet so that (especially using the ^{first} activities), EITHER the structure OR the vocabulary were being practised & checked. Thus W/Sheet 2 checks VOCABULARY only whilst W/Sheet 3 practises & checks the STRUCTURE only.

W/Sheet 3 Recognition of STRUCTURE only & reproduction.

Stds concentrate on new structure (rather than new vocabulary) & are asked a slightly more demanding task - reproducing correct model after this correct model has been selected. Stds have already been exposed to this structure in the previous 2 exercises (although they have not needed to use it yet) so feel they can cope with a more demanding task whilst focusing on the structure.

Sheet 4 Production of target lang with model.

tds modify language presented to them, thus reducing the task, with a model before them. This task is, again, slightly more demanding than the previous one. Pupils are now working with VOCAB + STRUCTURE, but they have the support of the sentence before them as they produce the target.

Sheet 5 Listening - Recognition + production if able.

Students now hear the new lang spoken by other people (other accents, voices) and this new lang is contextualized by perhaps unknown lang. I expect all pupils to pick out known lang. from the conversations & more able ones are encouraged to note lang down in Spanish. I felt this was a more demanding task than Sheet 4 because the lang which stds have been exposed to till now has been extremely controlled. I knew that all lang fed to pupils was target lang. Now, however, stds will hear lang unknown to them & they are expected to pick out the known from the unknown. The task is necessary to complete the task of course known up.

Sheet 6 Written production of target lang

Stds now only receive a visual clue & they must produce the target lang on their own without the help of a model. A much more demanding task.

W/Sheet 7

Oral production of target lang

Stds now work in pairs - they are free to choose which ailment they will talk about and have the opportunity (to a very small extent) to make new lang "their own" by their choice & by communicating their choice to a partner. I feel happy that stds who have reached this activity will ~~feel~~ be confident & accurate in the new lang, so the pairs cannot confuse each other & can work quite happily on their own is without my checking their answers.

W/Sheet 8Written production of target lang
Consolidation of lang of pastimes.

Stds are now free to produce their own written sentences - within the confines of the lang of ailments. This activity is less controlled in the sense that there is no ^{one} correct answer - students are free to make up reasons for not going out and have no model text to copy from.

Final Interview transcript

22. June. 1991

I explained that the questions I wanted to ask her as well as I had asked the others were the same I had asked her in the first interview at the beginning of the year: what is language, what is language learning and language teaching and TE.

R: about language mmm. I don't know how to start this. [laughter] can you ask me more specifically and not leave it so open ended, because I am feeling a bit...

G: OK, you have some ideas about what language is, right? If somebody asked you what is language for you, what things come to your mind when somebody asks you about language?

R: Well, I suppose, in part, is a way of communicating, also it's a way of gaining access to knowledge, because you begin to learn things at the same time as you learn about language and also you use language in order to develop that knowledge you have about the world in general, I suppose. I mean, that's it basically for me [mm, and how do you relate that to the actual language in the classroom?] (pause) [is language used in the same way?] I suppose one of the final aims of teaching languages, only one of them, is that pupils should be able to communicate in that language, but also, yes, I think one of the ways I've definitely changed in my ways of seeing language is that I see language much more now as a discipline, that's of value in itself, even if the person isn't going to go abroad or isn't going to actually speak that language with other people from that country (interruption) it's in itself a valuable discipline that is going to help pupils understand (interruption) understand the way they function within their own first language and it's going to give them access to a whole lot of skills which are used not only in speaking but also in dealing with knowledge in general and in acquiring knowledge like a... you are not only aiming to help pupils to communicate but you are aiming to help them see patterns and the discipline required in helping students to see patterns is a discipline which is going to be useful across the curriculum, across their way of thinking in their every day life and (pause) can I go on even if I go along all over the place? [yes, yes] I just remember that I thought when I got here I had all these ideas about language teaching which I don't really think took into account. They were very attractive ideas but I don't think they centered or focused very much on the actual processes of learning a language and I remember really resenting having to, I mean I hated going to the question and answer, because I thought it was so artificial and so contrived, but now I like, I don't actually like the Q/A, but I like the way it guides students through different processes and I like the way it guides students towards from just being

able to recognize a pattern to being able to play with it and actually produce it. I still don't like the way it's done, I mean the actual form of the Q/A, the way it's carried out I don't like, I like what is trying to do and I don't know... [what is what?] well to actually present pupils with very specific language items which you have chosen because you have decided that they are the ..., well, of an adequate level and an adequate quantity for them to handle at that particular moment and you are presenting it in a way which will help them, help the students understand and make connections with other parts of language they may have encountered and slowly you are helping them to make that language their own, you're sort of guiding them very, very slowly towards being able to handle that language themselves without your help. And I like that, I think that's fine, but I don't like standing in a class with a flash card and asking question which I know they have the answer to, I don't like that way of doing it, but I like what is trying to do. Does it make sense? So in a way I think, you know, that's something I'd like to go on thinking about, whether there is another way of, you know, if I ever feel motivated or energetic enough to, you know... I don't know that's something I'd like going on thinking about: see if there is an alternative way of going through those same steps but in a different way. (pause) Yes, also I've been thinking about the fact that language helps you to understand your own ideas and I had actually never thought of making the students talk about the language that they have just encountered, you know, I wouldn't, I would only have thought about communication before, whereas now I think it is important students talk themselves through what they are doing, what they are seeing [you mean in the process of their own learning?] mm, yes,

G: and when you were talking about the Q/A you said it actually reflects the learning process, can you say something more about that learning process?

R: (pause) [the internal learning process of the students] (pause) I suppose (pause) I suppose in everyday life if you were to go to a foreign country and learn the language there you will come up against a new word and then you'd wait however many days until that word occurred again and you were able to sort of link the two appearances of that word and start to make some conclusions about what that could mean and then a month later you might feel that you want to use that word and so you bring it back and try to use it and see what the result was in a conversation whether it was appropriate or not and if it wasn't you'd try again later on and the Q/A I suppose is doing that but in a very concentrated and short time... that's what I was thinking about really, taking the students through all those steps but very quickly and also you've made sure that is, that that one word is surrounded by others which can be very easily compared to that one word and you choose items which are going to work with each other...

G: and how do you view language in the Q/A? your idea of language and the Q/A thing?

R: (pause) [you were saying before that language was communication, finding out about things... how do you relate that to the Q/A, to the kind of language which is generated when you work with Q/A] I mean, that's not, what you are doing with language during Q/A is not by any means language for communication but then... and that was one of the reasons why, at first, when I entered the course I really resented using that kind of activity, that kind of presentation, but see it now as a necessary step to later achieve use of language for communication and I am not sure that you really do, that you really use language for communication in the classroom, I am not quite sure about that. I mean, it is a kind of communication but don't think that can really occur in any classroom, I am not sure about that [what kind of communication is it then?, if it is not real?] yes, it's a very controlled and contrived kind of communication (pause), it's the teacher mainly who decides which kind of language is going to be used by the pupils and even when or at least the activities which I have used and I've seen other using here even when you try to make these activities quite communicative, or the most communicative activity in my own lessons can only sort of begin to be communicative. I mean, even when I allow students to make decisions about the language they are going to use I am still defining very clearly, I mean, I still have my own boundaries of... and they would be aware of those boundaries, of the language that they can use, within those boundaries yes, they will be able to make choices, but I still set those boundaries. In a real situation, in real life that wouldn't happen, they would be all sorts of unexpected things that could take place (pause) but, I mean, I suppose, it's a good preparation, I don't know, for a real situation, I don't know how a classroom, I don't know how you could achieve that kind of real communication in a classroom, I don't know

G: So you think in a classroom is more, the aim not being real communication, but it would be sort of preparing the way?

R: Yes, (pause) Well, at least that's how I see, that's the only way I can see language teaching at the moment, I don't know whether it would be possible to have, I just don't see it as being possible but that's perhaps because I am not, I can't see things well enough, but I just can't see

G: So, what would involve for you language teaching? what is language teaching? What is it about? It's about doing what? aiming what?

R: (pause) [you've said a few things already] (pause) language teaching? I think it's about making pupils more aware of their own language and is about helping them to develop skills, - I think I've said all this, I think I am repeating myself- In learning a language or in teaching a language you can teach it in such a way that you are offering students certain skills, you are helping them to acquire certain skills which will be useful for other, well, that they would be useful throughout their lives [for example, which skills you think can be transferred from the

language classroom to other situations?] well developing memory, becoming critical of the language that they have and that they are acquiring, being able to think about language, so that even if they are not going to use French or Spanish when they leave school, they would still be able to look at their own language and languages of others and being able to react to that language accordingly or to adapt it or to use it more... I suppose I see it more as a tool that they can manipulate and can be useful to them. I am not saying that it's not important to bring students closer to other cultures, but that's another aspect of language teaching which hopefully comes along with the one process (pause) helping students see patterns, compare ideas, and make decisions based on those patterns that they have perceived

G: And what is the best way of going about that in the classroom, if there is a best way?

R: Mmm (pause) Sorry about these long pauses [that's only natural]. It's very tempting to say that the best way is the way we've been taught here, because I suppose that's what we really had a chance to look at, and really experiment with (pause) I don't know whether there are other ways, I don't know, so just making sure that you..., making sure that the teacher is responsible for really making patterns really very, very evident and the teacher is responsible in selecting those items and then gradually allowing the students to make those ideas and those words their own and gradually losing the control that the teacher has over the language (pause) is that all right?

G: Yes, that's fine. Do you want to say anything else about language, in case you've got any new thoughts.

R: It's such an open question...

G: It's something I've asked you before, how do you see language in the classroom, it is the same question but in case any new thoughts have developed...

R: (pause) Can I just relate this to anything, is this question supposed to bring up any ideas? [yes, yes] because while I was doing this exercise for you and I sort of looked back at the video again I remember feeling that this constant insistence in bringing out patterns and still, I don't know. The way of doing that, the way we've carried that out seems, does seem slightly artificial to me and I do feel that the students somehow sense this in a way and be put off by it, and I saw this activity where I, I think I probably mentioned on the notes, where again I'm reminding them of the pattern, eliciting the pattern from them and I always, I always, I remember feeling a bit reluctant to do this because it is going to take away from the pleasure of the pupils learning a language which maybe they see as, I don't know, maybe students see that language will be more fun if it was used for communication, maybe they resent going through these, through these steps, but they don't, that's something which I was really, I don't know, surprised at, they do seem to take pleasure in working with these ideas, in working with

putting the pieces of the puzzle together, they do like that and they do even if they're not using.. I suppose it's like a game for them even if they are not communicating in this language they still get pleasure from seeing that they have got something right and that they have been able to play with words and so even if they haven't communicated anything they still, there is some kind of challenge there for them. I don't know how I feel about that, really I don't know. I mean if it is a step that is necessary for them and they can get enjoyment out of it, then that's fine, I don't know..

G: you were talking about enjoyment and sense of achievement in terms of the learning process, can you think of other things which are important in that learning process?

R: for the pupils? [yes, from the learner's perspective, what is important to learn a language?] (pause) [apart from enjoyment and a sense of achieving something?] I think I have already mentioned this already (pause) I suppose that students can see (pause) that language isn't something that they can't control or that they can't understand but that it is something that they can manipulate and they can get into and that they can understand and use for whatever purposes they may need [like what, what kind of needs students may have in the classroom to use the F language]. No, I am not referring to the classroom, these are sort of general...[ok, fine] I used to think that, I am going back to the same thing, but I always felt that it was really important to end the lesson by making the students take the language and use the language for whatever they needed it. Now, that can only be done in a very contrived way in the classroom, anyway. But I think, I used to think that was a real big goal in a lesson, because I felt that that would be motivating for the students, but I've seen other things that are motivating which I don't like the fact that they are motivating that much, I would have, you know, the first activity in the worksheet which are extremely controlled and not at all communicative students get pleasure from that and that can be motivating... I don't know my idea of motivating students has changed by what I've seen working in the classroom, I still have this notion that it would be best if they were motivated by the idea of using language in a communicative way. And I suppose it's nice that they can get pleasure from just working with language as well, even if it is not used for communicating. (pause)

G: Now, we are going to be talking about what you know, in terms of your professional learning, and before I ask you one or two questions, do you want to say something now, looking back at the process of learning of how to a FL teacher, what has happened, how do you feel about it?

R: I think I have already mentioned this briefly, I certainly feel much better equipped to teach a language now than I did before, I think I've become (pause+ sighs) I don't know, just thinking towards the end of Teaching Practice, I talked

to you about this that I felt that my lessons were becoming very mechanical because I seemed to have found a way, well I haven't found it, but we were shown a way here of going through a lesson of presenting and practicing language which I found was quite successful and it was very easy to stick to that method, but I did feel that it was a bit mechanical in the end... it was still enjoyable but I don't know, but I am worried that I should stick to the same patterns of lesson for, you know, years, but I suppose the good thing about it is that we have left, I think, with a really solid method which is successful, or which appears to be successful even if probably there are other ways and there is still a lot more to think about and experiment with..

G: Have you had the opportunity to see that the method has been successful when you were in TP?

R: To see that it was successful? I think so

G: And what kinds of things told you it was successful?

R: The fact that (false starts and faltering) in a way you know it's successful because you achieve what you set out to do, but then I suppose you could argue that what you are setting out to do is also part of that method and you are looking at things from a very narrow perspective, I mean, do you know what I mean? [yes, I know what you mean, you're looking at it from within it] that's right, so if my idea of a good method is that students, oh, I don't know, I don't feel very articulate, I would be happy at the end of the lesson if students have achieved what I set to do, of what I expected of them to achieve, but if another person would come from another training to look at these they may not consider this to be very successful at all. I suppose it was successful because those items that I chose to teach pupils seemed to be grasped mostly by pupils and they seem to be able to go back to them after some lessons and still remember them and still be able to use them in different contexts and... so in that sense it's been successful but I don't know whether perhaps ..

G: How do you relate this idea of learning a method with your professional learning? Learning a method, what has meant for you professionally?

R: It has challenged ideas which I already had and it has meant that I've modified those ideas and I feel quite well prepared to go into a job at least as far as being in the class is concerned. (pause) In a way it, I don't know, it has sort of narrowed my, I don't know, it's funny because in a way it has narrowed my perspective and it has also added to it (pause) I mean, I guess I never considered that language was more, language in the classroom, not language in general, that language was more than a means of communication, whereas I think in general I had seen language as being that, so in a sense my view of language has developed but on the other hand I feel that having a method has restricted, I don't know, or you know, that method has sort of defined a way of carrying out a lesson

Side B

R:... with confidence, but I don't know whether it'd stop me from looking at other things and from, I don't know, developing other ideas, examining other ideas, I mean I am frightened of the sheer bulk of the timetables and, you know the exhaustion that it would drain me and I wouldn't have time or energy to consider other possibilities, I'd like to, but I don't know, I don't know

G: Any thing else you want to say about your process of becoming a teacher?

R: (pause)

G: What was the most important time, moment of the year

R: TP, definitely. [in which way] (pause) Just seeing how the idea that was presented to us, that I was quite doubtful about at the beginning, did seem to be effective and I didn't experiment as much as I wanted to, again, because I felt quite safe by what they had presented us and, you know, it was just exhausting that there was no energy for anything else. It was definitely to have feedback, I wish there had been more observations because those were very useful... I mean, there are lots of little things that I found out about that I hadn't done if I hadn't been in a classroom like student motivation, that I was talking about before, how discipline, I mean that's not very related to this but...

G: And what was the most worrying moment?

R: Through the whole course? the most worrying? I don't think there was a really big worry, there were little worries, you know, minor worries like how do I reconcile what I am supposed to be doing with what I think I should be doing with what the school wants me to be doing, that caused a few problems and being examined, I had the examiner, I suppose, yes, if I had to pick out one, even if it wasn't massive it would have been the conflict between the school and what we thought we should be doing and the school felt we should be doing and we felt we should be doing [can you think of any examples of that conflict?] Well, you know, the school, although it was very welcoming and it did to a certain extent allow me a lot of freedom still expected their students to keep up to a certain rhythm and achieve a certain level by the end of the term or the year and I didn't always feel happy with this rhythm, I sometimes felt that teachers felt it was more important to turn a leaf, to start a new unit than to really make sure that students had grasped the language. Having to use the textbooks, I mean, I mean, I didn't always feel happy with the textbook, but because the school had chosen this I had to design or put together the lesson according to what was in the textbook, the school expected me to cover the same language as the textbook covered and progress in the same order that the textbook did, but I didn't always feel happy with the language that was being presented with the language which was being presented in the book. [laughter] I've just remembered, I don't know whether, just a little detail, I remember having to teach something that I felt was

completely wrong, I mean not in terms of selection, but it was wrong Spanish, inaccurate Spanish and I had to teach it because it was in the book, and I had a little argument with the Spanish teacher about this and because it was in the book and because the book used this language to build later on I just had to teach it, so ... those kinds of problems, really were worrying

G: I don't know whether it is very different or not, but what was the most frustrating moment?

R: (pause) Actually it wasn't, but I don't know whether it is relevant to this interview, but the most frustrating moment was when I had to work with 5th formers who were doing the GCSE exams that year and it was very frustrating to see that they had been throughout, perhaps I'm being a bit cruel about this, perhaps I'm being a bit, but I just felt that they had been very badly taught and that class was supposed to be a mixed ability class but it hadn't been taught as a mixed ability class: there were students who could use verb tenses but others couldn't and I was expected to go in and teach them all together, you know, the same language to all of them when they just couldn't keep up, there was a group which just couldn't keep up and who had given up because of this teaching, you know in one lesson the teacher would have split them up into groups, half the group wouldn't have covered, I don't know, the, I think it was the preterite tense, the other had. The next lesson I was supposed to go in and sort of develop that work on the preterite with the whole class while half of that class hadn't covered it, and of course the motivation of those students was, the students who had been taken out of the class, was dreadful and they had completely given up on the language, perhaps it is not related to this, but, in a way I suppose this goes back to the difference in school particular aims and our aims or what we would have had as our aims if we'd been teaching that class.. I'd have never had that situation to occur, you know, where a class, a group within a class hadn't covered one aspect of language which the other class had, I'd have tried to assure that the whole class had covered everything even if some had extended that knowledge more than others, at least all pupils would have had access to that area of language, so that was the most frustrating, that definitely was

G: In terms of the research we've doing how do you feel, how have you felt, how has that influenced the whole course, your learning?

R: I think in a way it's been quite nice to have a chance to talk about our experiences, I think, you know, the fact that you have to talk about these things makes you understand a bit more clearly may be. I do, because I am quite a nervous person when I am talking, you know, in general, especially when talking with a tape- recorder, I do feel that it would have been nice, for me, to have had the questions in advance, to think about or even, well, I know I wouldn't have had the time to write these things, but it would have been nice to have done that, because I do get very nervous when it comes to concentrate properly in an

interview like this, but I think, it has sort of started me off, not started me off thinking but sort of helps me put ideas in order sometimes. I like having the videos to look back on and I don't think, well I think the first video disrupted the class a little bit, but I think they got used to it. The last part of this, doing these things, I must admit that I felt I bit lazy about it, it was the end of term and I just felt like (554??) after the assignments were handed in, but overall I think it's been most positive

G: Any concluding remarks, now that you've got the chance? [laughter] [oh, dear] about the things we've been talking about today or about any other thing that it feels important to say now?

R: I just think generally the course should be longer, I think that one year isn't enough. I mean may be a two year course or may be a three year course, I mean, I know it's totally impractical [to do what? if you had that extra time what would you..?] well I would have thought that it would have been really good after every lesson, and I know, we were supposed to do this, but I just didn't have the time, after every lesson go back and think about, I mean have a full hour to just think about the lesson you've just given, because they just, I mean I know they had to prepare us for, they had to prepare us for working in a real situation, in a real school with all the pressures, all the time pressures, but I mean, I think we have lost out a bit on the possibility of thinking on what we were doing, we were so rushed all the time and may be in a two or three year course where in the first and second year you weren't teaching all morning, but you'd be teaching just one lesson in the morning and were allowed to think about what you've done afterwards and talk about that with your tutors, I think it would have been very useful, just more time to think, really, because especially in the second term, it did become very mechanical and very rushed and we were just doing the job really and also there are so many issues that we could have, I don't know, specialized a lot more in, you know, I don't know, the National Curriculum has been.. again I supposed we were supposed to pick things up during TP, but it is impossible the NC we've had I think, or we will have had three days on, and that's just not enough,, but that links back to time to think and time to study a bit more and this term has been essay writing whereas I don't know, I still think that may be the TP could have been drawn out over the three terms to give more time to think, but that's it really.

Appendix Five. Ronan

First Interview

6/10/90

G:... another thing about this kind of research is that..., because it is interactive, it means that, the interviews, although they are basically the same things, they will change from [person to person] person to person, they are bound to change, so from what other people have been saying I thought it could be nice to - I asked this question again yesterday, I didn't ask the question in the first two interviews, but then I thought it would be interesting, from what other people had said: about your reactions when you got my letter [from you?]

R.: It was very strange, because when I immediately saw the envelope, who could be writing to me from London, and then I thought: a Spaniard could be writing to me from London? Because you've got... because the way RK was written it could only be written by a Spaniard, Spanish writing, you can usually tell a French person from the way they write or a Spaniard [that's right] and I thought "God, that's very strange". And then I saw the letter, I always like to try and think who are the letters from before open them...; I thought for about 5 minutes, and couldn't think at all, then I opened it, and read it, and thought "that's nice, that's very interesting, at least there will be someone I know I will be able to get on with, when I arrive". I was quite pleased by it. I felt important [laughter] it was a boost of my ego, you know.

G: Right, and what did you think about the way I had decided to see you, well not to see you, but the way I thought you should see me in the bar?

R: I laughed, especially the bit about reading the Guardian, you know. I thought in a way it was a. reinforcing stereotypes, educationalists and students, because, I suppose you know, if you say somebody is a Guardian reader in the UK immediately a certain stereotype springs to mind, especially in popular ..., I read the Guardian myself [laughter] everyday. So, obviously I don't agree with that stereotype. But it still does raises those kind of images [yah, yah] in one's mind.

G: Do you want to ask me any questions before we start?

R: Mmm... I am not sure what you said your aims are: is it about... the personal experience of becoming a teacher?

G: Well, it is going to be about the learning experience, and because we all learn in different ways, it has to be personal, I think. [yes, that is true] it is about the learning process of... there is a lot of research which has been done on how people learn a FL, but very little about how people learn how to teach [teach a FL?] and

that is what we are going to try and look at this year [that's true] I just want to know what happens...

R: Do you think there is a big scope for improving the quality of language teachers?

G: Well, I guess, I guess, we will have to say something after the research has been done, I hope so... If there are certain findings about the process of becoming a teacher which are important, we can say, well, after having been working with a certain number of students that is what we thought, or felt it was important, so...

R: That would be great, if you could come up with those conclusions [yah] you are not saying that it wouldn't be possible (??042)

G:... there must be some conclusions, the thing has to conclude in some way, I hope, other ways... but... yes, we will see, it is so open [that's true]

R: On what kind of varying background do your subjects come under, I mean the people who would be interviewed, I suppose it is quite a wide range within the UK.

G: Well, the only people I am going to be interviewing is the people doing FLs. The reason for that is because my students back at home do EFL, and I thought the situation, rather similar, not because I think it is the same, or because I want to generalise the conclusions, or the findings we come up with to my own situation is Spain, but I thought that I am familiar with that situation, I mean, the context and the way you go about the course is completely different from what we do at home, [that's true].

R: Do all your student come from Avila (you come from Avila, yes?) , do they all come from the Avila region? That was what I was thinking, because we are from a very more of a demographic discrepancy here, so, it will probably be more interesting...

G: Yes, they all come from... we may have the odd student who comes from somewhere else, [yah] but only occasionally [that's probably better, I would say again, to have students from different areas] I think so, I think it would be a much richer experience. Also our students in Avila are very different from the students at the [university] because what we do is is something similar to a BEd here: a three year course and they come to college straight from school, and they get a degree and the professional training at college ... [right] so it is different [right].

R: Ok. that's my preliminary questions [yes I am sure that you will have hundreds of them]

G: Right, so, the three basic things I want to talk about this morning is about your own experience as a language learner and about language teaching, not your own ..., well you've been teaching, so can talk about that experience, you can also talk about your teachers and you being a learner in a school, and also about language. So whatever you find it easier to start with...

R: I suppose my own experiences as a learner [right] at school and that. I don't

know if you know, but the Educational set up in Northern Ireland is different from here in the rest of the UK. It is different in Scotland as well. So I think it is better is I explained that for a start [that's fine]. We still have in NI what was the old system here which has been phased out. We don't have comprehensive secondary education [right] we still have the old grammar school/secondary schools, so at the age of 11 we do an exam: the 11+, and the top 27% of that [I was not aware of that]... yes, in NI everything follows behind the rest of the UK; it can take 2 or 3 years, or 20 years, or whatever. So we do that exam at 11 and then the top 27%, they draw a line and they can go to grammar school and the rest, they are the 73%, have to go to a secondary schools, so I went to a grammar school, so I was like in a top stream education which I won't go into detail about that, whether it is a good thing or not but I presume that for the top 27% it is a good thing, obviously for them to be the more excellent pupils and it has its advantages,... you didn't have to stream pupils once you've got them, because they were already more or less sorted out before they got there so, they were sort of mixed ability classes, but within very tight structure, you know [yes, sure] and also you have the other point in NI, schools are very rigidly separated from a religious point of view, you have catholic schools and protestant schools and I am a catholic, from catholic background, therefore I had a catholic education. And also one more point about my education was that it was all male, from when I was 5 till when I was 18. [when you went to university] I was never in a classroom with girls. [yes, that was my own experience, as well] Which I do think it is a bad thing, I am not frightened to say that. That was a brief introduction to my schooling... I started learning Spanish when I was in second year at school and we did our first year, and we did French, you had to do French in my school to up to O level and in most cases you had to do Latin until up to 'O' level or so. It is probably dying now, it is probably dying in the school now and for our first year we had to do Irish as well, the Irish language, a sort of introduction, but after first year we were allowed to drop Irish or to continue and then we could do, in place, we could do music, Spanish, Greek or Italian. Those were the choices offered, so I chose to do Spanish, which I think I would have done anyway; that time my sister had just moved to Spain, and I am not quite sure how much that influenced my actions but I think I would have done Spanish, anyway. A lot of pupils did Spanish, it was a popular subject in second year, so I was then taught that for 4, 3 years up until O level, and, no I was taught for a year by a teacher that, whose Spanish wasn't very good, I would say he was more a French teacher, he was old, and I don't think he spent any time in Spain, his accent wasn't great, or anything like that, from what I can remember, taught in a very traditional manner, from the book. The books were old, the books were, I would say, from the 1950s or older, I reckon. They were very traditional: Franco's Spain and that kind of thing. There was no real back up to the language learning and it was learning your verbs, and doing your little sentences, and there

was not sort of back up of social aspects of Spain. Oral work was kept to a minimum, and then ah, in the higher years of this group there were two brothers who both taught Spanish and I had one for my O level class and one for my A level class, and they were both enthusiastic about Spanish, they both really liked it and the teaching was still very traditional without the restriction of having to do O levels, and having to do A levels. By that stage I started to visit my sister every summer and I obviously had the interest in Spain and Spanish and I find that comparing it with my other subjects, Spanish came fairly easily and and I just enjoyed it, I find that, I always enjoy things that you can do well, I think, with a minimum of effort [laughter].

G: What do you think it is important in learning a language? What kind of things helped you learn the language?

R: In my personal experience I think it was the opportunity to go to Spain in the summer, because, as I was saying earlier, there wasn't much back up from the teaching, especially in the earlier day, we weren't sort of..., language didn't come into any great context, because we weren't taught many things about Spain, about the Spaniards, so it wasn't a life subject if I may term it like that, it was just another..., it was like Latin: you learn your verbs and you do your homework, and that was more or less that. I think that is a bad thing. You can encourage a real interest in the language and in society, because you cannot separate the one from the other. That would be my first aim, if I ever take a younger class ideally speaking, you know.

G: Again, talking about yourself as a learner, did you find that the role you had to play as a learner in a classroom, the kind of demand that were asked from you in the classroom were different from when you were in other situations, like in Spain?

R: Oh, yes, the role I had in the classroom was very restricted, there was not much oral expression, there was basically sitting down in front of your exercise book and writing out little sentences, and getting your very basic, very rigid grammatical background which does have its advantages, I mean, you need to know that stuff, but, perhaps I would have appreciated a more, more concentration upon language as a a more sort of dynamic force and in context. It was rather not on a 'realistic plan' that we learned the language. It was very difficult to contextualise it. yah. So obviously Spain was completely different. And I find that my experience in Spain gave the enthusiasm to make the best of my learning. My sister lived in a small town of Valencia region, so everybody there spoke "valenciano" rather than Spanish. So, from the point of view of learning lots of Spanish vocabulary, I didn't quite, I wasn't quite a successful as it might have been. I picked up a fair proficiency in valenciano by the time I was 16 or 17 [all right, that is interesting] but not so much in Spanish, I don't think I learned as much Spanish

as people would have expected, if I had say, do to Madrid or Avila. [you can still speak 'valenciano', can't you?] yes, it is very rusty now, because I haven't been back for a while, but, I mean, from the point of view of understanding 'catalan' and 'valenciano', yes. And even Italian as well, I can pick up Italian quite well, because 'valenciano' is very like Italian. But is very interesting as well that, to discover when I went there... everybody here thinks that in Spain, people Speak Spanish [laughter] a few people would know about 'catalán' but not so much. I was interested when I went, I enjoyed the experience, but of course, very frustrating. You automatically, I think, when you don't understand the language, I was fairly young, as well, you get paranoid if people speak in a different language, if you are in their company and you might think that they are talking about you. [laughter], but it was good...

G: Now, talking about your teacher and teaching, can you remember the best teacher you had in a FL, and the kinds of thing s/he did in the classroom? the things you enjoyed doing, or else you can prefer talking about your worst teacher, and the kinds of things you didn't like about that teacher...

R: Yes, I think, to certain extent enthusiasm from a teacher, which you can't feign, you can't kid a pupil, if you are not into what you are doing, it comes through. I think my favorite teacher, the one I had for two years up to O level (**), he was a teacher who was very frustrated, I think, and I didn't like his teaching, he'd reached as far as he could get in the school system, he needed a change, but his love of Spanish and the work that he put in still came through. In a way it was a.., it came through in a negative way, because you could see his frustration in the school which was quite rigid, rigidly, things were set down and sometimes his attitudes to the pupils, sometimes he would treat them quite harshly, but from the point of view that he really wanted them to do well, and if they didn't do as well as he thought, he sometimes got quite of angry, or very sarcastic, but understanding that, I think that from his attitude I knew that he did care about his pupils and that and I was one of the better pupils, so I obviously got on very well, and I was not one of the receiving end of this wrath too often and since then the year after I left he managed to get an exchange with a teacher from Madrid for a year, so a teacher from M. came to our school for a year and he went to M. which I think did him a lot of good, and then moved all together out of the NI education system and went to the Caimon Islands, in the West Indies to teach Spanish there, and he is still there, you know. I got to see him the last years when he was a bit frustrated, but he loved the language and he liked Spanish, so I remember him more than anybody else ...

G: So, what do you think it is important when you teaching a FL in a school?

R: I think enthusiasm. Everybody says when you are asked what do you think it is important in teaching and everybody says patience, but I think may be enthusiasm tempered with a bit of experience will give you that, the necessary patience and I

think a good knowledge of what you are doing and how actually you go about teaching the language is important. When I did my year teaching in Mexico I got quite frustrated as an English teacher, because I didn't have the background of having learned the English grammar, and when someone put a very specific grammar question to me I find inevitably a nine occasions out of ten I couldn't answer it, I could put things under, into context, but the times I was asked a purely grammatical question, I used to say, "well, I cannot give you a rule, but I can tell you that this is right, and this is wrong and this doesn't sound quite right", but when I was in Mexico I also taught French in "L' Alliance Francaise" to a little beginners' group, and as I had learned French from scratch myself I knew the grammatical background, I enjoyed that more and the question that were put to me I could answer them and there was also a very enriching experience, [right]

G: Now, you've taught for a year and you are going to be a teacher probably and you may have, or you may not have, but perhaps you want to explore that a little bit, an idea of the kind of teacher you would like to be...

R: Yes, in a way [how do you see yourself in a classroom ideally] ideally? Right, ideally as a teacher I picture myself in a smallish group of pupils, may be doing Spanish and hopefully the groups would be smaller than, say, for English or Maths or something.. Helping pupils with with the oral proficiency more than anything else I think. I think it is important to get that in the first years, which I didn't really achieve through my own teaching experience, being able to put that into context with studies of the society, using Spanish as a medium obviously, rather than just giving them a dry explanation of the sites of Spanish or the joys of Mexico in English. A would be using a bit of both and I'd like to be able to use Tv and listening and oral skills as much as possible, because in my experience the Tv was one of the best ways I had of learning Spanish, especially when I went to Mexico I watched a lot of Tv for two months when I arrived. I found that I learned things extremely quickly and it it also a good way of getting the mood of the society and what goes on and watching the new and how the new is presented, and wondering what lies behind the news is a very good way of learning language and learning things about the society. So hopefully, as a language teacher, I would be able to have language into, in its context and hopefully that would be enjoyable for the pupils and I hope it would be enjoyable for me as well. That is in a nut shell.

G: And how do you think this course can help you in getting to that ideal? What are your expectations?

R: I think the primary function, may be from the one class that I had or from what I have picked up from the first week at the [university] is how to, how to temper your idealism, which you obviously which you obviously have when you are going into teaching at the first time, practicalities. I hope that is the way the [university] will help me most, that I would be able to achieve what I want to be

as a teacher and how to deal with pupils in a sort of, mm, more businesslike, how to be able to command their attention, to deal with them in a disciplinary way and to be able to structure classes, so as to... leaving pupils knowing exactly what they have to do and not being bored. A matter of being able to control, to get the control that you need in the class, to be able to teach it the way you want in the class and hopefully that is what I would get out of my time at the [university]: being able to experiment as a teacher, obviously I have practically no experience as a teacher and being able to find out the way in which my methods of teaching, which I don't have a method at the moment, I can develop one, by being able to use the best of my ability. I mean. I am glad that of the opportunity of having this year, rather than just going in and being given a class, which is what happens when you do your year out, you know. It is good to come here, and having had some experience to teach in a class, but at the time, you're put in front of the class and you are young also (19) and suddenly you have to teach a lot of pupils, you know, and it is difficult [it is difficult, I shared the same experience] where did you.. [I was in Harrow, as an assistant teacher here] ah, very nice [but I never had any training after that, I went to a secondary school in Spain] straightaway? [straightaway] So there is no equivalent to the PGCE in Spain?

G: No, they are trying to introduce it now, I mean we had a, like 2 week course on professional training, which was just theoretical aspects about adolescents, but we never saw a class [in two weeks?]

RK So the PGCE I think is a great idea.. I taught in Mexico in the "Escuela Normal Superior" [all right, that is where I teach in Spain], and I am not sure, is it the same system as in Spain? Most of the people there were primary school teachers during the day from 8 until 2 and then they came out at 5 and had classes until 10, 5 days a week. Very few, I don't think there were any in Educational Matters, basically, English Literature and Grammar and things like that, very traditional method of teaching, you know. I felt very sorry for them.

G: In our Institution at home we've got a mixture of different people. So there are people who are very traditionally oriented and they do grammar and things and other people just try to connect their areas with what happens in the classrooms, but it depend very much on the individual. There is no common policy at all to go about things... Right, so now the other thing I wanted to talk about was language. How would you define language in general terms, what is language for you, from your own experience...

R: How I define language? That is a tricky one. I don't know, I suppose the one word, which is very general, which keeps coming up again and again is communication, which isn't just language. It's being able to communicate as a teacher and being able to teach people to communicate in a different language is what it is all about, really. I suppose ideally you are and in a certain work logic... Language teachers should be better communicators because they deal with the

stuff in what we do, we communicate. I don't think it really happens that way and language as you now is vibrant, is changing, is it has rules, but rules are broken, it is hard to joint it all together and say what it is and and is more like almost an energy form, it's it's the way we get our ideas across, it is a discipline and an art, and everything together. Quite like going into teaching and I am still not sure, but I suppose I'll find out once I start teaching practice. But, I don't know, what can you say about language, you know? You need..., there had been so much written about it and there are so may areas to explore and my own study of language from my school years, from the university hasn't really dealt very much with language as a concept, I have no knowledge at all of linguistics, of the dynamics of language, which.. [yes, my question was more about your won experience, how do you experience language more than what you know about language, and perhaps you can talk a little bit about - not language in a classroom situation but about language in a broader context] yes, well, I suppose you, one starts off experiencing language without realising what language is, you are born into it and you imitate it and you use it and become more proficient in it, you're able to manipulate it. In my case I was monolingual up until I went to school. My first experience of another language was with Irish that I started learning in my first year and Latin: two extremely difficult languages to learn, so you immediately are taken aback by the difficulty, therefore, of language, especially Irish which is completely different. Latin, fair enough, you would write it down and you could pronounce it anyway, because no one speaks it, but Irish phonetically is, the phonetic signs and the way the word is written down are often mystifying, words don't sound as they are written. I didn't like that, I was scared by it, I was, I was, that is my first appreciation of language as a difficulty, a difficult concept, I couldn't wait to give up Irish. Then I started Spanish, but in my experience you don't think of it as language, it's a word, it is subject, it's a... that has to be learned and it hasn't any little dynamism in itself, until you get the proficiency where you can orally express yourself in some way. Which we really didn't start off that way. So as I progressed I became more aware of language and obviously by the time you start making visits to foreign countries and that, your experience of FI or my experience of FL makes me much more aware of my own language and the processes of English that..., little idiosyncrasies and things I can remember: mexicans have a great love of their own language, their own idioms and we would always take care on their friends, and explain little puns, word, that they enjoy, there were times when we used to sit around and just laugh about words and things, that is why language was used as a great form of entertainment, it has a, I don't know what kind of a quality, dynamism and great interest and things like that ... [that is very interesting] my personal experience of language..

G: Right, and the last thing I've got here is about, well, you've said a little bit

about Spanish, and your experience about Spanish, I don't know if you want to say more about that, and about classroom Spanish, how does Spanish, Latin American Spanish or to the Spanish which is done in the classroom? Is it the same kind of language or..

R: ... I think it is very different. I started off, of course, learning Spanish with non-native speakers who I think were fairly experienced teachers and I think would have needed to ask them, but then, they would be doing it subconsciously, their pronunciation of Spanish, but they would pronounce words differently, to what they would pronounce them if they were out having a conversation with a Spaniard to make the pronunciation for the pupils a bit more attainable especially towards young pupils who obviously aren't that interested in learning it, they are just doing it because somebody had told them that Spanish is an easy language or something like that, so every word you get them to pronounce, they won't pronounce it unless they recognize the sounds from their own hard Belfast dialect and...so... what was the question? I have forgotten. [yes, the relationship between Spanish in the world and Spanish in the classroom] yes we have started learning Spanish for a while before we started listening to tapes and that kind of thing... and... there is a bit of a gap, which is gradually bridged and you become, in a way I can see that there is a certain logic of introducing people by steps, I think, it doesn't sound ethically right, but it may be, in my experience of learning might have been effective. I presume as well that if we had started listening to real Spaniards speaking it on tape, etc. from the very start, it would have been a little bit harder at first, but it would have led to a better standard of speaking, you know when we progressed ...

G: And the last thing is... mm how do you see yourself as a learner of being a teacher, this year is going to be about learning how to teach, how do you see yourself in that process? what sort of things do you think, at this stage, at the beginning, are going to help you, or would you need to help you in becoming a good teacher?

R: Mm, I think obviously the experience of the teaching would be important I think, that the [university] is right in placing its emphasis on practical experience, and I think also it is very helpful that as far as my tutor, **, and my other educationalist tutor, are both fresh from teaching, they've only just left school, that is also going to be very helpful, because when you have a lot of students who haven't been a real experience of teaching, it is easy to become idealistic and work things out in theory, but hopefully our tutors will bring us back into the real world, the pragmatic situation. Yes, that is very basically what I hope I would be able to do. Hopefully it can all be tied up with the theory, with the ideal situation and a happy medium can be attained, I hope. [yes, everybody hopes].

G: Right, do you want to say anything else?

R: I can't think of anything, I just hope that in the course of the year, that the initial enthusiasm that we all have for teaching Spanish can be, can be maintained, [I hope so as well] ! That is all I can say.

G: How did you feel in the interview?

R: This interview? [yes] Fine, very much at home. I am not the person that really likes talking about themselves very much, so I am not, I am not perhaps your best subject, because I am quite worried of giving anything away. I don't think I analyse things about myself very often, but I felt..., it is good doing the interview in your room, because it is much more amenable and relaxing, and I am surprised that I have actually talked about and given away so much; so far so good, I've enjoyed the experience so far [thank you very much, yes it was very exciting for me as well, I find it fascinating to listening to people] I am a listener rather than a talker... It is great as well, I mean one of the great things about the [university] is listening to other people's experiences and that: In my tutorial group we were split into a little group of three of us just to talk about our own days at school, and there was myself and a girl from Bangladesh origins that had ben educated in a inner London comprehensive schools. One of the supposedly bad schools, with a bad reputation and also a woman from Bahrain who, she says she is the ones, she thinks she is the only overseas student doing a PGCE and she's been educated in Bahrain. Her English was very good, but she had never had any practical experience, she learned it all at school, her English was excellent from having learned it in that way. We were just comparing ideas and experiences at school and it was fascinating, so it is good the interaction between people from all different worlds [yes, that is one of the good thing about the [university], actually, and about JAH, as well] Yes, I have met more people this week than a long time...

G: (my blurb about what and how I am going to treat the material + negotiation about reading transcripts and summaries (632) + explain a bit more about the role the subjects of the research play in qualitative methodology: how they contribute a lot to the research process.

Second Interview.

october 30th, 1990

G: So we won't try to reconstruct the previous interview [yah] and after you went the other night I just made a few notes and things that were very important of what you had said, and we can go through those ones [that's ok] Yes, basically it is to go back and revise your own ideas about learning foreign languages, and teaching foreign languages and about language in general, to see whether any changes have developed there, in this month that you've been here..

R: I told you I was going to be more tongue tied than last time. Yes I've become more aware of the learning process of language through you and our classes and our own experience of giving a small presentation to the other members of the class that language acquisition, as far as I am concerned, with the pupils, is an artificial process which mimics the natural process as closely as possible and that obviously you've got such a little contact time with the pupils that you have to make the best use of your time and speed up the processes of learning, but I think the basic principle is if that you acquire L2 in the same way as you acquire L1 in as much as that is possible (22) you are going to be better. Whether I said this the last time I don't know, it doesn't matter. And I don't know, language acquisition,... I am looking forward to it I feel more confident, because I realise a bit more what my aims and goals and methodology will be to a large extent, so I feel more confident about that, I feel there is light at the end of the tunnel too, quoting a cliché

G: And what are your, you've said that you've got your objectives more clear, and the methodology more clear, do you want to say something about that as in the way of the objectives you want to achieve during TP?

R: Yes, I think I won't be rushing headlong into teaching children especially in mixed ability classes more that they will be able to take in and take on. I think I've become more aware of that, the gradual, the step by step approach. The very methodological approach and because once you've learned once you've got to a certain stage in your own acquisition of the second language, you forget the steps, the gradual building of knowledge using the previous knowledge and just building on that, bit by bit until you are able to acquire the language in a much more natural and easy form, I've become more aware of that. I won't say that I was completely unaware of it but I needed to be shown. How to exploit that in the pupils more. And I am looking forward to trying it. I mean, at the moment we are at the stage where each one of us has five weeks of more or less not idealistic treatment but fairly um, what is the word?, unrealistic is not the word I am looking for, it's not unrealistic but, it's, it's...[ideal?] yes, it is ideal, exactly that's the word, it is in the ideal, it is in the abstract, how to relate now what the

next 6 weeks are going to be about more or less is take in the abstract and put it in the concrete when you have kids that they are going to be little monkeys, if they want to be and, sort of... getting to grips with that and teaching them at the same time. That is going to be a big challenge. I am looking forward to it.

G: And you also said that you were more aware of your methodology, or your methods..

R: Yes, well I think to a certain extent my own education was lacking in a clear methodology in that you had a book, you followed the book and that was it. And I don't think many teachers of that areas really took time to ask themselves: whether the book was good, whether that was the best way in that the language could be acquired. From what I've heard in the [university] so far, it doesn't seem to be the case, they are very keen to emphasize that a book is just one aid, like any other aids and it's perhaps, certainly not the most important part of the classroom, but just another means to communicate. So that's changed my perceptions a little bit and I think it put a greater onus on the teacher, which is good. And I think it'll make things much more interesting because in a way for me it will be like reliving my, not reliving my own pupil days, but it'll be a constant comparison and I think if I see that the new methodology (73) is succeeding better I'll be immensely satisfied.

G: Any thing else that you may have learned during these past weeks about you as a teacher, or..

R: I wouldn't say that I am confident that I'll be a good teacher, I am not in a position to say at the moment, but I hope I will be. I hope to be able to relate to the pupils and I think it's going to be a lot of trial and error over the next 6 weeks and the following 6 weeks when I find my own depth (?84) because I suppose every teacher is unique. There is no model because you cannot apply the model, a model can be applied to a particular personality, that is not going to work for everyone. So it's a matter of me testing the models and finding my own..., my won sort of niche and then realize it to the pupils, so I'll see how it goes, it'd be interesting.

G: You also said something about language, reflecting a little bit about your own process of learning to be a teacher, how do you feel now? How do you see yourself in that process, in a way you've learned things, what kind of activities that you've been doing have you found very helpful or nor very helpful on that process of becoming a teacher?

R: I think the experiences of other teachers, obviously the other people at the [university], our lectures, our teachers that have a great depth of knowledge and experience who they can pass on to us which is very helpful to a certain extent, obviously what i was saying about finding your own niche, they can tell you what to do and you can really work in that way, but they can always give you guidelines and certain things that you should be watch out for. As far as I am concerned, as I was saying, we had our little opportunity to give our class and I didn't do a lot of

detail explaining like, and I was not quite so good as many of them. We all had an opportunity to do a just a 10 minutes part and I think we all examined together good points and bad points and we all had the opportunity of being both pupil and teacher. I think that was invaluable to all of us as far as seeing what we were like as teachers and seeing what others were like and being able to reapraise the learning experience from the other side, in a way, as teachers looking other teachers to see how they were teaching. Which's been very helpful. Also we've been on a few school visits seeing, to put it simplistically, good schools and bad schools. We've seen a wide range, within the educational system, within classes, within the staff and that. That's been very interesting, so I think my experience is growing all the time and that can only be of help to my... It remains how I use that in my next few weeks. We should see.

G: When you go to the schools, do you visit classes or is it, were you observing different kinds of subjects, or was it just...?

R: We visited different kinds of subjects and we went up to St. Albans on tuesday and saw some of the modern language teaching going on there which was very interesting because the MLD was a bit of a disaster, to the extent that the head of department hadn't, had ben ill all term and they hadn't been able to get a substitute teacher. One of the teachers was the old Russian teacher who'd come back to teach part time in the mornings. The day before we arrived another new teacher who had started in september had just turned her resignation and we were with this very enthusiastic new teacher who was in her probationary year last year and is doing the MA in the [university] who has this enormous burden on her shoulders to try and run the languages department. Also we saw two classes really, one with this new teacher, I forget her name, with the first years, which was very interesting using lots of, the sort of graded questioning structure and consolidating, very much an oral approache and with great use of flash cards and pairwork, and this which made a very exciting class, very dynamic. We went from that (143) into the other class which was the ex Russian teacher who was used to far more traditional methods and we were just comparing the amount of, the classroom atmosphere, the amount of pupils participation. And I think the former was much better than the latter, so that was useful, a useful exercise, for me, anyway.

G: Did you have an opportunity to discuss the two classes afterwards?

R: We discussed them very briefly today with [tutor] in tutorials, but we were not really dealing with that, it just sort of just crop up in regard to other (152) Pupils were much too worried about their imminent teacher training to discuss that at a greater depth, you know. Bit it was very interesting.

G: Yes, if I can take you back to your previous interview, [sure] you said something like you want, when you are here during this year and you want to

become a teacher, that you would like to be able to achieve what you want to be as a teacher, to be able to teach the way you want in the class, to be able to "find my method of teaching". I mean that's like a big concern with you, and you've been saying a few things about it already, about finding out your own way with the students, finding out about your method. Do you want to say something else there? And what is method for you, perhaps?

R: What is method? I suppose is the way of getting the knowledge that I want to impart to the students into their heads, it is best way that I can find of getting them to be able to use and recognise and know as big a percentage of what I am trying to tell them as possible. Obviously they are not going to know 100% of what I tell them, there is going to be a wastage factor, if I may use an industrial term. But I want that wastage factor to be as low as possible and throughout the year hopefully I will find the best ways by, the only way, I suppose is by a process of observation, trial and error of... my own methods. To see which exercises are successful, to see which aren't successful and which things keep their attention. And to try and achieve a balance that works with each class of listening, of repetition, of question and answer and of writing so that it will be well consolidated, you know. [So that's basically your methods, or what you want to achieve]

G: Then you also said in the previous interview that there was always a gap between you starting learning a language and when you started using tapes, there was this gap there, in time. So that gap was gradually (broached??? 189?) you could see that there was a certain logic of introducing people people by steps, and you said that perhaps that was not 'ethically right', do you remember that? [yes, that phrase has come into trouble]

R: Yes, I think I'll elaborate that by saying that the ideal situation for learning a language is immersion in it and being surrounded by it and gradually by a process of listening and trial and error, and making lot of mistakes you begin to speak and comprehend the language to a degree when it is more or less perfect and that that is impossible to do in a classroom, when you only have two contact hours per week and you need... and there is only one person who speaks the language and many people who don't and with that idea in mind you have to teach the pupils in the best way possible which involves a certain amount of artificiality... and that is when I got to use that word 'ethically right'. And that artificiality isn't wrong at all. It is perhaps not the ideal but is obviously the best thing to do under the circumstances so...

G: Talking about language, you said communication isn't just language, [yes] how would elaborate on that?

R: I've often been chastised, not chastised by my friends, but I've always been an object of jokes when I am in a pub and I am having a serious conversation with someone and my hands tend to go, sort of (216) and my bodily expressions, and

we, northern european are much less expressive that you latin people and a lot of times I would be having a conversation and would look over the person's shoulder and would be two or three of my friends imitating everyone of my hands' movements and I'd just stop. So communication isn't just about words, it's about body language, it's about tone, obviously, you know and things like that. And that is important, obviously, in language acquisition.

G: And how would you relate that to your classroom?

R: I am just thinking about that. I think it is difficult, I think it can help you in conveying meanings to your class, that they'll be able to take from the register of your voice, or from certain little gestures that you might make. The thing that is striking me now is that gestures and body language to one person or on one culture may be quite different, well are quit different than other cultures, but I am not in a position to do anything about that

G: Do you think your gestures are part of your process of learning another language that was not English or were they there, or do you think they have developed with Spanish and French?

R: I think they've developed with Spanish and French and my learning other languages, I think. Obviously there are some people who are very... but I never remember as a child being very expressive with my hands, it just seems to have developed in my late adolescence. And now they seem to have toned down a little bit again because I got a bit embarrassed sometimes, being made fun of so much. But I do think that yes, it is as a result of seeing how people in Spain or France could communicate much better, in a way, well, may be better is not the right word, but in a much more (246) by use of gestures. But here I am sitting here with my arms folded.

G: The other day Valerie pointed out that when I speak in Spanish with Victoria I use my hands and amy arms much more than when I speak in English, that I hadn't realise it was the case.

R: It probably came from me when I spent some time in Spain and then I came back

G: Let me have a look at this paper from yesterday. One of the things I didn't ask you today was about the assumptions you have about this kind of research, and I remember you saying that you didn't have any sort of expectations, that you just wanted to have an open mind [yes] and something also that you mentioned the other day and you've said something is that you've learned to 'tamper theory' is that what you said? [yes, to] not to get theory on your way

R: Absolutely, I think it is quite important, I mean, it is very important to have a theoretical background but when you come to the classroom situation, theory isn't really going to help you that much.

G: SO, how do you think theory can help you?

R: To know what your aims are, to know what the education process entails and, in a sense, to make sense of why you are standing in front of a classroom full of young adults trying to impart some knowledge to them. You need to know why you are there before you can do your job properly but you need to temper this, as I was saying, with a certain amount of social awareness of the kids you are dealing with and also of what your role is teacher and what their role is as pupils.

G: And you also said that, because your tutors are just come straight from the school, they are helping you a lot in that process of ...

R: Yes, I think it is ideal in a way, I think their job is to, is quite important to keep up with the schools, especially now that they are changing sort of the educational system and their minds are in a sense sort of clear, they can see when they are talking about the classroom they know exactly what they are talking about because they were in one as a teacher, in the role that they will be observing you a very sort time before. So I think that in a way I've been lucky in a way

G: And the last thing I want to ask you is how these processes of talking to a machine that sometimes doesn't record or writing your dairies -when you do write your diary- do you think is going to help you or is helping you, anyway?

R: Yes, I think it's great. I think that I am lucky that I am part of this, because it helps me gathering my own thoughts together, makes me realise that there is purpose behind what I am doing and is quite important because very often you can find that you are doing something and six months after you can ask yourself what am I doing here? what I am doing this for?. But every so often I have the opportunity to take stock of the situation and the cumulative process of doing this I think will help me in my objective of becoming a god language teacher.

G: Do you want to say something else?**R:** yes, has the tape recorder recorded or we will have to do it all again? **G:** No, even if it hadn't recorded we would not do it again.

R: You probably know all my answers off by heart now, anyway. No I don't think of any thing else. I don't know it it went as well as last..I was just going to ask you that, because you were very negative when you came, that you were not going to be that great tonight.

R: Yes, I had that idea but I felt more at home as it went one.**G:** Yes, that's my feeling.**R:** I've been pissed off this week, as they week goes on I feel very negative.**G:** Why? Is it because you are afraid of going into TP?

R: Frustrated by my own inability to start writing an essays that I was interested in doing, you know, and wanted to do and I didn't write

Third Interview. Written notes

29/11/90

a) What do you expect to gain/learn from TP?

Classroom management: manage time and get ideas into practice

How to join the theoretical and the practical: what you want to do-the theoretical-with the circumstances - the kids-, with what they allow you to do. Become more confident and competent.

What is competent for you?

Get the desired input across to the pupils effectively, get to know children's minds and behaviour better so that it can be taken into account; use the energy children have to direct them in the way I want. Children are full of energy : how to direct that energy?

What are you expected to gain?

The expectation from the school and from the university are complementary: both expect you to develop as a good teacher, to know what happens at schools. The difference is that my tutor relate that more to the context of the classroom, to putting things into practice, to try and follow his guidelines and see how they work in practice. The schools have a wider expectation (I thought this would be the other way around)

This wider expectation includes liaising with other members of the staff, the school policy and working. But they also want you to deal with pupils well and teach effectively. Their expectations are complementary.

What activities do you have to do during your TP?

planning

putting that into operation

liaising with other members of the staff

attend faculty meetings

conduct minor administrative duties: taking registration when school is short of staff, for example

pastoral activities, as part of taking part in the whole school.

d) What are the roles of the teacher and the school and the tutor at college in relation to you during TP?

They are very different: there is a clash in approach in methodology, a serious clash: traditional vs "progressive". Yet they are both very supportive. They want me to do well, I can ask anything.

Teaching Spanish is difficult because it means stepping into another teacher's shoes. My approach is different from the teacher, and it is difficult to get the pupils accustomed to the new approach.

How do you manage that?

Gradually, trying to get the pupils used to an oral approach- with not a great deal of success- due to lack of time, not enough time for Spanish in timetable, pupils' lack of confidence in expressing themselves orally.

What tells you you are not succeeding?

In comparison with French: the standard of the language and the motivation is less.

f) How are you expected to plan?

At the beginning the school teacher would say things like "I'd like you to cover the preterite" I would come into the classroom and found out that they didn't know the present, so I would decide to concentrate in basic subjects. So I end up doing what I want without a coherent overall structure, dipping into subjects they don't know and plan accordingly (*selection of content*)

What about the activities?

With a 3rd year class I follow COANT: visual input for vocabulary (the way he proceeded in the spanish class I observed him) you build gradually in the oral process, after that you can consolidate the language with writing.

C.- 'c'est...' (ie vocab input e.g. hay una cerveza)

O.- oui/non' (i.e. hay una cerveza? si/no)

A.- alternatives (e.g. hay una cerveza o hay un café?- hay un café)

N.- Negatives (e.g. hay un café? - No hay una cerveza)

T.- Target (eg qué hay? hay una cerveza)

Some time the method does not work because of behavioural problems, and because children are not used to extend themselves. There are disruptive elements in the classroom: they don't want to feel silly in front of their peers [In which way?] By being seen to cooperate to lay themselves open to get things wrong.

So I have modified the method consciously and I use more English and do not use the target language much, because they won't make any effort to understand, because this is a one-off situation [in which way?] and because I am a student. But when I am a full teacher I will use the target language more. Now I use English for control and discipline, and because if I use the target language they won't listen. That is one single class where 4th years are doing one hour per week Spanish as part of a tourism course.

e) Any more thoughts about teaching practice?

It is the most difficult thing because it is stepping into someone else's shoes. There are different styles of teaching and it is hard to impose your own style. But TP is vital. It is tough, but enjoyable.

About the presence of the observer it seems that it does not really make a difference, since kids are quite used to people coming to the classroom all the time.

Ronan, I must have skipped over one of my questions could you perhaps jot down a few things on the following:

What do you feel you need so that Tp would be more meaningful/ effective in your learning process?

I feel that TP is really quite adequate in helping/channelling my skills towards teaching in the context of an Inner London school. Friday morning follow ups are good in that I can talk things over with the other students- it is good to have the tutor observing to make suggestions. On the whole, I have no real complaints, except perhaps that it might be useful to do the two sections TP in 2 different schools to widen the scope of experience of the student. That's all.

Teaching Practice**First Preobservation interview**

12/2/91

GG: What are you going to be doing in your lesson?

R: I am going to be doing comparative adjectives with the class, because the first class with Richard that I observed and they were, they covered some comparative adjectives, but in an old book where the emphasis is purely on grammar translation and specially grammar and things like, perhaps they give you two examples of regular adjectives and then all the irregular ones and just mentioned them. and that was that and you're expected to use them or have learnt them from that. So I decided that it would be a good place for me to start: going through some basic adjectives with them and ensuring that they knew them and doing *más* and *menos*, *el más*, *la más* etc. *la menos*. So I looked around for some material and saw, came up with the idea of doing like an *encuesta* where you have people from..., marking preferences marking preferences from 1 to 6, using say adjectives like *pequeño* or *grande* or *feo* and 6 is *el más feo* and going down and from that and making sentences like *Pablo es el más feo*, *Javier es más gordo que* and *Luis es menos alto que* How that's going to work out, I am not sure because when I made out the thing I realised that they probably need quite a lot of interpretative skills, in statistics even. Just to look at it. It looks quite complicated, so I am going to have to work through a lot of examples first. So that is basically what I, what the lesson is going to be.

G: How are you going to present this? Are you going to present the examples first and then are you going to ask the students to do things in small groups or in pairs?

R: No, I think it will be individual work, although naturally as the class goes they tend to help each other, etc. etc

G: have you prepared some material?

R: Today? To present this? yes. Yes, I've got a work sheet made out already and I am going to give them the normal b/b talk build up, sort of an oral for five or ten minutes to start, trying to get them settled down, as the last period on a Tuesday is usually quite difficult to get them all settled, and then so a sort of b/b presentation, a bit of input, checking that they learn, and leave them with some examples up on the b/b so that if they get stuck with their work they can infer from what is up there. That's is what I'll be doing and then go through it.

G: Have you got any idea whether this is going to be hard for the students to learn? What is the thing that they are going to find most difficult to learn?

R: I think it is going to be fairly straightforward because I presume that they either know or are familiar with the adjectives I am going to use with them, because they are fairly fundamental ones and I am not presenting them in this

class with any irregularities so it's just so that they can come to grips with the basic structure and once they have that we can move on rather than sort of... running before they can walk presenting them *peor* and all that kind of stuff before they can understand the basic structure or what comparisons really are, you know. I want them to know what a comparison is by doing the exercise, after that I think other things are going to become easier for them. Of course the one word I am not going to use is comparatives or adjectives anything like that because it is a bit of a waste of time it's very off-putting especially for the pupils that are less able. to have this horrible terminology like comparative adjectives It's not going to mean anything to them, you know. So I am also doing a graded

G: Talking about your planning and how you plan... what kinds of questions come to your mind when you are planning or what kind of ideas come to your mind when you are planning, what are you thinking about when you are doing your worksheets and your lesson plan?

R: Right, number one, is what I am going to do. I need very specific aim. One that you can do within the class, obviously. Or it can spill over I mean my timing isn't exactly right on I mean you have to be adaptable because sometimes I've got a worksheet for the class and I don't get them doing it but at least it's there for the next class to revise what you didn't put in the class before and then you have the work sheet there I find myself at the minute covering topics more or less at random as I find that there is a deficiency in their knowledge of something or other. I say, right, I've got to do that and if it works I can go back and see Richard with the class is doing things a bit more advanced and I find the class doesn't have the basis behind that, so i go back and, to try and get them to know better the basic things, which that maybe they have covered the year before but haven't learn. I don't think there is any point of going on to something more difficult, getting them more confused while there, they still don't know the basics. So I just do what I see the need. So I get my aims, and then I think about what kind of exercises I can do with them, trying to get them listening, I always do some listening, maybe do some speaking, and get some writing done. Usually in that order: listening, speaking and writing (another interruption)

G: We were talking about the way you plan, and you were saying that you start with your aims, right?

R: Yes, I start with the aims, what I want to cover, and think what exercises I am going to do what my input is going to be what b/b work I am going to do, what visuals I am going to use and normally they would be you would have a choice of OHP and flash cards or say drawings on the b/b. I don't have an OHP so I can't use that I don't like the use of flashcards. Don't tell [...]. [Oh, I won't] so I haven't used flashcards so I usually find little drawings or symbols on the b/b so they don't have to have them immediately associate the spanish word with the English translation rather than the image So you use the target language as much as

possible. Anything about (?? 101) what exercises, what they have done you'll reinforce. The exercises are always the same, usually listening, speaking, a bit of writing and a bit of reading and have it progress logically from the simple to the difficult. To start off with the simplest you can get yes no answers, you can have either or and they say it's one or the other, then go on to negative versions when they say, you say "Is it such and such thing" and they say "no, it's such and such thing" and you move on to the target question where there is no indication as to what they are required to answer so that at the start all the pupils can get an answer and then as you go up you're gradually testing building up their confidence testing them more and more as it goes on you try to keep that kind of format with everything progressing from simple to difficult which is more difficult to do it than it sounds, you know. That's what I try to do. So with this worksheet that I've done, you see what I mean. It's quite difficult. I only did it with boys, because I thought just get them... rather than mix them up with agreement of adjectives for example: *Miguel es el más alto* has got a 6 and *Pablo es el menos gordo* has got a one. Then going on from that and then went on to questions like *si* or *no*. They have to answer yes or no interpreting the numbers and then *Manolo es más guapo o más feo?* to *Luis es el más feo o más guapo?* and number 3 *quién es el más gordo, quien es el menos guapo* just going on to questions when they really have look for the exactly the thing and then I thought for the more able pupils. Obviously some pupils are not going to get past this, the less able ones. Hopefully the most able ones will be able to get straight through here and get most of these done while the others are still struggling. So try to get them some kind of open ended exercise at the end (135??) *comparando cada chico con los demás*, por ejemplo: *Miguel es el más alto, es más delgado que Manolo y menos gordo que Pablo* write down ... about that.

GG: This [pointing at some of the activities on worksheet) is the writing bit, and this is basically speaking and listening ??

R: Well, that can be, I intend that to be written as well [all right] because you follow the same, the same principle and there was a homework set and I was going to finish the homework with them, because Richard had done that so I won't bother about that now So I was sort of working out what my, what I can do on the b/b to get across *pequeño, más pequeño, el más pequeño, el menos pequeño* that way, so to get it sort of diagrammatically . I don't know how that is going to work. You can never be sure. Then I'll do my oral presentation, where you say, you point out and you go *es el más pequeño, es el más alto*. They just repeat it, chorally and individually. Then you go on to question, which is *es más pequeño?* and they know and they go *si, es pequeño? es el más pequeño* right, and then you go onto the alternatives: *es alto o más alto?* for example it doesn't work great with that exercise but at least it gets them on the idea of comparing and they go *más alto* or

es más alto o el más alto?, *el más alto* Right? With this I am going to introduce that adjective agrees so I am going to say something like *gorda* or *pequeña* I don't want to be sexist. Only women are *gorda* and only men are *alto*, you know, so I won't do that kind of thing, right? Take them through that until the question I would ask would be *¿cómo es?: pequeño, ¿cómo es? más pequeño, ¿cómo es? el más pequeño*. Hopefully that works. Go from that on to that which is graded sequence in the same one I think it may take more than a class, to tell you the truth. But you can always set it for homework or if I find them struggling if there is only 5 or ten minutes to go I'll maybe sort of make something up on the spur of the moment you know. So I'll see how it goes. I hope it'll go all right. [it'll go all right]

G: We've been talking about the want and the how basically, about what you are going to be doing and how you are going to be doing it, can you think of why, what is the reasoning behind doing the what and doing the how? Why are you doing this and why are you doing things in this way?

R: Right, well. Why I am doing it this way, I think the basic answer to that is because there aren't any decent textbooks that you can use for mixed ability groups. So this means that you have to look yourself for the input. I appreciate that average teachers that teach 25 hours a week can't do that but I can, so I can make up the worksheets, get the principles and hopefully that'll, I'll be able to get into a pattern where I'll be able to do it with the class and why I graded it from simple to difficult, using very precise stages is precisely because of this mixed-ability in the class. And I think that it should be done that way within any class, even when classes are streamed or set, which they aren't here. You obviously have a range of abilities within any class that's got 20 pupils, each one with different abilities. So I think this it always pays dividends that every pupil can do something and that nobody is left behind. Obviously it is very difficult to have a class in which you are testing the most able and encouraging the least able to do something. Usually what seems to have happened in the past is that you catered for the middle. The ones at the bottom are lost and the ones at the top are bored and that's obviously going to give rise to say a lot of behaviour difficulties. Because if you are in a class and you don't know what the hell is going on, you start messing around and if you are in a class that you are bored stupid you are going to start messing around. So I think that the logic behind doing it that way is very sound, as is espoused by the [university], Mr **, my tutor, very good I don't know what you think about the logic of that? [yes, I think it's sound] why they haven't been doing it for longer that they have, I don't know..

G: And what about the content of the language you are presenting? How do you select it?

R: Well, I just select it according to what I think they need to know. There is a rule, well not a rule, a suggestion that you present new structures with old

language, that if you want the kids to learn a structure you don't give them new vocabulary to learn it with, because they won't learn the structure, they'll learn the vocabulary or they will get everything mixed up. Which is again very easily justifiable and for every class I have to see what kind of vocabulary is likely to come up and if there is something they are not familiar with I make a note to draw their attention to it and usually choose, say 8 if you are presenting new vocabulary maybe 8 different words and do that with them so that there is the gradual building, you know. You cannot present them with too much vocabulary. So I usually find that I choose, in my aims I think what words I want to do and then just start preparing my lesson. I'll sort of vet it as I go along to ensure that... That's usually the way it works out, you know.

G: And how does the material you prepare and the language you choose to present, how does it relate to the rest of the syllabus?

R: So far I haven't come up with any problems. I look at the book. [so basically there is a book, right?] basically there is a book and I see the way it progresses. If they are following a coursebook I don't want to do something completely outside that coursebook. More so with French where they are geared towards, after every unit they cover in the book they do a unit test So there is a finite amount of vocabulary that they are going to come up against in the text that you are going to have to cover. Not so much with Spanish because it's not so well organised, you know, it's a bit freer. But at the level I find them at, you know yourself what kind of vocabulary is apt, what they are going to need to know. I stick more or less to the basics and try to give them some kind of firm grounding

G: So basically you've got this book and then you just elaborate, or change and adapt according to.. [or simplify... that is the way it works]. Well, I think those are all my questions.. well what worries you when you are planning [what is my basic..?] worry, what worries you? What kind of difficulties do you find when you are planning?

R.: I find it difficult because most of the time the work I do is, I do it off my own bat, more or less. There's nothing really there to help me, I am still learning. It takes me a lot of time, say for an hour long lesson if I'm producing a worksheet with questions it takes me a good hour or more to prepare the actual lesson, which, as I've said, when I am teaching 20 or 25 lessons a week I am not going to have 25 hours per week next year to prepare the lessons

Sometimes it's difficult to think of the appropriate exercises, to try and get the listening and the speaking and all that, you can't get them all all the time, sometimes it's not appropriate. Sometimes I'm a bit scared with the sort of the logical sequence and presentation producing slight illogicalities or perhaps things that they don't say, sometimes things don't sound quite good in your head, you know. Like with some of those adjectives, like, I don't know *es el menos delgado* .

Fair enough you can logically say it but it's not the kind of thing that you find that is going to crop up in conversation.

G: So finding the appropriate language? [exactly]

R: I think it is worth it because the structures being taught, it's well worth it and they know themselves that in English you don't normally say he is the... you can say it, but you don't say it that often, you know. [you don't say it three times] exactly. [Yes, I see what you mean] Sometimes its quite a tricky process to make up a lesson plan, and sometimes you don't know, you just don't know what exactly do or where one lesson plan progresses from the next one. That kind of thing. But it's coming to me, I think, easier as times goes on. It's still high time consuming.

G: Do you find that when you are planning from one day to another day you revise your old plans to plan your future lessons?

R.: I always look back on previous lesson plans, so that I can revise what I've done in the lesson before, always. Because every class needs a little refresher on what you've just learned, and then, yes I remember similar exercises and things like that And old lesson plans certainly do help you to make new ones.

(291) **G:** So that's about it really.

Written Worksheet

dan los resultados de una encuesta sobre los chicos en una escuela :
 puesto los chicos en orden (1-6) según las categorías

∴ Miguel es el más alto (6) ; Pablo es el menos gordo (1).

CHICOS	Pequeño	alto	gordo	delgado	guapo	feo
MIGUEL	1	6	2	5	4	3
EMILIO	2	5	4	3	1	6
JAVIER	3	4	6	1	5	2
PAOLO	4	3	5	2	6	1
LUIS	5	2	3	4	3	4
MANOLO	6	1	1	6	2	5

S: Sí o no :

- (i) Miguel es el más guapo.
- (ii) Javier es el más gordo.
- (iii) Pablo es el menos alto.
- (iv) Luis es más pequeño que Emilio.
- (v) Manolo es menos alto que Luis
- (vi) Emilio es más feo que Javier.

- (i) Manolo ¿ es más guapo o más feo que Luis?
- (ii) Javier ¿ es más pequeño o más alto que Emilio?
- (iii) Pablo ¿ es más gordo o más delgado que Miguel?
- (iv) Luis ¿ es más guapo o más feo que Javier?
- (v) Miguel ¿ es más alto o más pequeño que Manolo?
- (vi) Emilio ¿ es más delgado o más gordo que Javier ?

¿ Quién es el más gordo?

¿ Quién es el menos guapo?

¿ Quién es el más pequeño?

④ ESCRIBE 6 FRASES, COMPARANDO
 CADA CHICO CON LOS DEMÁS

e.j Miguel es el más alto. Es más
 delgado que Manolo y menos feo

Classroom Recording

12/2/91

Period: 2.35- 3.25

Class: Spanish 3rd years (13-14 year olds)

R. gets to the classroom before kids do

They greet and talk to him when they arrive. The children talk in English about who is away. responds in Spanish. Checks why there are so many people away (only 11 kids in the class: 8 girls +3 boys) Some kids tell him about them

For about 15' he asks kids different questions about themselves. He gives kids a lot of positive feedback, accompanied with gestures and smiling

R: Right, It's good to be back. Buenas tardes, buenas tardes PP: buenas tardes R: si. We are going to speak some Spanish, *vamos a hablar Español* buenas tardes, todos class: buenas tardes, señor R: muy bien ¿cómo están? class: estoy bien R: muy bien R ¿cómo estás? P: estoy bien R. Muy bien, ¿qué tiempo hace hoy? P: hace frio R: Hace frio, si. Nieve también. L ¿cómo estás? P estoy muy bien R ¿cuantos años tienes? P: tengo trece R. ¿trece años? muy bien. ¿Dónde vives? P vive en Southall R: Vivo en Southall. Muy bien. Excelente, mi amigo, ¿cómo estás? P: estoy bien R.: estoy bien. Muy bien. ¿Qué tiempo hace hoy? P: hace frio. R.: hace frio, muy bien. Y ¿cuantos años tienes? (silence) ¿cuantos años tienes? Pp tienes, tengo R.: seis, siete, ocho, nueve, diez, once doce, trece P: tengo trece años R: ¿trece años? muy bien y ¿dónde vives? P: vive en Southall . R.: vi - vo P: vivo en Southall R.: vivo en Southall. Muy bien, excelente. A. ¿cómo estás? P. estoy bien R.: Muy bien. ¿Cuántos años tienes? P: tengo 13 años R.: Trece años? muy bien. Y ¿dónde vives? P: vivo en Southall. R.: excelente. Y, ¿qué te pregunto? te gusta la televisión, te gusta? (silence) ¿qué quiere decir, te gusta ? A mi me gusta la televisión, los programas de deporte y las noticias, los programas me gustan. Mi programa favorito es Coronation Street. Me gusta muchísimo. ¿Y a ti, A. a ti te gusta la televisión? ¿A tí te gusta, si o no? A ti te gusta la televisión? P.: si R.: ¿sí? ¿Y tu programa favorito? (348) ¿qué es tu programa favorito? P.: Neighbours R.: Neighbours? muy bien, muy bien

He responds when kids want to know how things are said in Spanish and writes the words on the b/b

P: how do you say Neighbours in Spanish? R.: Neighbours? *vecinos* P.: How do you say football? R.: el futbol P.: Is that the match? P.: how do you say Home and

Away R. en casa y fuera de casa. OK buenas tardes ¿Cómo te llamas? ¿Cómo te llamas? Yo ..muy bien y ¿cuantos años tienes? P: tengo 13 años R: muy bien y a ti te gusta la television? Si y tu programa favorito ¿Qué es? ¿Qué es tu programa favorito? ¿Neighbours? ¿Vecinos? Home and Away también? (to another pupil) ¿Cómo estás? P: Estoy bien R: Estás bien. Te parece pálida, ¿No? (to another) ¿estás bien? P: No R: ¿No estás bien? ¿Cómo te llamas? Yo me llamo el sr. ¿Cómo te llamas? P: me llamo ... R: Muy bien, ¿Cuántos años tienes? Yo tengo 24 años. P: Are you 24? R: 24 en español. P: 24. P: tengo 13 años. R: ¿Cuánto años tienes? P: trece R: tengo 13 años. Muy bien y ¿Dónde vives? Vivo en Camden. ¿Dónde vives tu? P: Vive en Southall. R: Vivo en Southall. Bien excelente. Buenas tardes ¿Cómo te llamas? P: Me llamo R: ¿Cuántos años tienes? P: tengo 13 años. R: 13 años. ¿Dónde vives? P: vivo en Wood Green R: ¿Te gusta la television? P: Sí R: Y tienes un programa favorito? P: Sí R: ¿Cuál es tu programa favorito? What's your favourite TV programme ¿Cuál es tu programa favorito? P: Neighbours PP: vecinos, she's not listening R: Buenas tardes P: Buenas tardes R: ¿Cómo te llamas? P: Me llamo ... R: ¿Cuántos años tienes? P: Tengo 13 años. R Excelente. ¿Dónde vives? P: Vive en Wood Green R: Vivo en Wood Green y a tí te gusta el deporte P: what? R: ¿Te gusta el deporte? P: Is that television? R: No, deporte P: Radio? R: El deporte es como el futbol P: my favourite sport. No. R.: No , no me gusta el deporte. I don't like sport. Muy bien. ¿A tí te gusta el deporte? P: Si. R.: ¿Y cuál es tu deporte favorito? P. El fútbol. R. Muy bien. ¿Y tienes un equipo favorito? (silence) Mi equipo favorito es Queen's Park Rangers. Me gusta mucho QPR P. my favourite programme is Fantastic...? It's so brilliant... (background talking) R. Bien, muy bien., Shhh. Attention.

After 15's he tells the kids what he's going to do.

R.: What we are going to do today is we are going to learn how to say, we've covered it with Mr. (Spanish teacher) you were doing it in that Spanish group there it's very difficult. P.: No, it's easy R.: Do you think so? P. Well it's not easy, it's so uninteresting. Another P. boring R.: What we are going to do is how to find out to say things like: small, when you can say small, how you say smaller, smallest, big, bigger and biggest. You've covered it the other day but not too well. In fact fat, fatter and fattest, (kids laugh) ugly, uglier and ugliest and all that kind of thing (comment by a child on another child - R: that's not fair) I don't want there to be any comments like that so we're going to do a little bit of that today OK?

He uses b/b for drawings to illustrate his presentation. Explains the meaning of the vocabulary items. Involves the kids in

repetition exercise first in chorus then individually

R: *Por ejemplo (b/b writing), bueno este hombre es pequeño, es pequeño, ¿no? Este hombre es...* Pp. very small, smaller R.: *Este hombre es más pequeño* P: *it's very small* R *Pequeño* P. baby R.: *más pequeño* P.: smaller P.: *titchy, tiny* R.: *Y, este hombre?* P.: *smallest* P.: *wee* P.: *tiny* R.: *Es el más pequeño. Es el más* shh *silencio, por favor.* P. Sir, can I talk, please? R.: *No, no, después, después puedes...* (93) *O sea: pequeño...* Class: *Pequeño* R.: *Más pequeño* Class: *más pequeño* P. *smallest* R.: *el más pequeño* Class: *el más pequeño* R.: *Muy bien OK? Bueno. pequeño, más pequeño, el más pequeño. Repiten, por favor? Pequeño*

Kids repeat, (in chorus and individually after Ronan using the visual cues on b/b.

Class: *pequeño* R.: *Muy bien Pequeño.* P: *pequeño* R. *muy bien Pequeño* P. *pequeño* R.: *Excelente. pequeño.* P. *pequeño* R.: *pequeño, C?* P. *pequeño* R.: *Muy bien Repiten todos: más pequeño?* Class: *más pequeño?* R.: *Excelente. Más pequeño.* P. *más pequeño* R. *aha, más pequeño?* S?. P.: *más pequeño* R. *excelente. Más pequeño?*, R. P: *más pequeño* R.: *muy bien y el más pequeño* Class: *el más pequeño* R.: *Muy bien. El más pequeño* Class: *el más pequeño* R.: *Muy bien. El más pequeño* P. *el más pequeño* R. *el más pequeño* P. *El más pequeño* R. *pequeño* P. *pequeño* R. *muy bien, el más pequeño* P. *El más pequeño* R.: *Excelente. OK, muy bien. Escuchen: (pointing to b/b drawings) ¿Es más pequeño?* P : *Sí* R.: *¿Es el más pequeño?* Class: *No* R.: *Sí, es el más pequeño. ¿Es pequeño?* *Sí.* Class: *Sí* R.: *Es el más pequeño?* Class: *No* R. *OK, bueno, W. ¿Es el más pequeño?* P.: *No* R.: *muy bien. ¿Es pequeño?* P. *Sí* R. *Muy bien. ¿ es más pequeño?* (silence) *más pequeño?, pequeño, más pequeño? ¿es más pequeño?* P. *No* R.: *Sí, si es más pequeño. Este es pequeño, más pequeño, el más pequeño* P. Repeats after him. R. *Ok?* J. *¿más pequeño?* P. *Sí.* R.: *Sí. Excelente ¿Es el más pequeño? ¿es el más pequeño?* P: *sí* R: *excelente* R: *¿Es el más pequeño?* P: *No* R: *Muy bien ¿Es pequeño?* PP: *Sí, no, oui, sí* R: *Excelente, Ahora tenemos este hombre es alto* PP: *alto, he said alto* R: *repiten por favor, alt* Class: *Alto* R: *Muy bien, alto* PP: *they repeat separately* R: *Muy bien ¿Alto? ¿Más alto?* P: *Más alto* R: *Muy bien ¿Y este?* P: *El más alto* R: *Excelente* PP *Excelente, brilliant, excelente* R: *El más alto* (various pupils repeat) R: *Excelente OK. ¿Es alto?* *Sí. ¿Es el Más alto?* P: *no* PP: *sí* R: *¿ es más alto?* P: *No* R: *sí es más alto. Alto, más alto y el más alto. ¿Es el más alto?* *¿El más alto? ¿No? ¿Es alto?* P: *Sí* R: *Excelente. ¿Es el más alto?* P: *Sí* R: *Sí ¿Es más alto? ¿Más alto?* P: *Sí* R: *Es el más alto?* P: *No* R: *excelente, OK, y*

ahora vamos. continuamos. Es gordo ... gordo OK! repiten. Es gordo, repites
Class: *es gordo R.: muy bien, es gordo, es gordo, gordo P. es gordo R.: es gordo*
P. es gordo R.: aha, gordo o no P. sir how do you say, gordo? R.: gordo P.
*gordo? R.: mm P. *gordo? R.: gordo (laughter) Y esto? P.: Más gordo R.: Sí*
más gordo P.: y el más gordo R. excelente, excelente: gordo, más gordo, el
más gordo, OK? ¿Es gordo? P.: Si R.: muy bien. ¿Es el más gordo? P. No R.:
A. ¿es el más gordo? P.: Sí R.: aha. A. ¿es gordo? P. Si R.: Aha, ¿es el más
gordo? P: No R.: ¿No? C. ¿Es el más gordo? P. Si R.: excelente, you see, it's
muy fácil P. yes, sir, it's simple when you teach it (background talk (225) R.:
pequeño, shh, más pequeño, menos pequeño, ok?. pequeño, más pequeño, el
máspequeño Class repeats. R. If you go the other way P. el más p... R.: este
es pequeño, luego, este es menos pequeño Pp menos pequeño R. el pequeño,
luego, menos pequeño, (background talk) el menos pequeño, so P.: small,
smaller, smallest and then you go small, less small and least small, do you know
what I mean? (background talk) R. when you go the other way es menos and el
menos. OK? O sea que es: pequeño, menos pequeño, el menos pequeño, OK. When
you go the other way you have the word menos. So the two words you need to know
are más y. P: and menos, menos . R. OK?

He explains activity on worksheet (end of side A of cassette)

R: So what we have for you today is a worksheet: answer some question in writing from the smallest to the biggest, from the fattest to the skinniest, from the most handsome to the ugliest alright, so if they were for example the tallest who got 6 because there are 6 fellows and it goes down from the tallest who gets 6 to the least tallest who gets one and then with the skinniest as 6 and the least skinny as 1, OK, so you have this table here And then there are questions after it and the first one all you have to do is to write *si or no*. just like in the questions we did (...) OK. so you have questions like *el más guapo* and *más* and *menos* as well OK,? and then with the next one you have (laughter) you have to take an alternative, girls listen, you have to take an alternative, for example, *¿Es más guapo o más feo?* which means Is he more beautiful or uglier? (various pupil remarks I'm much more) *¿Es más feo?* but you're doing it on the sheet The you've more questions about people *¿Quién es el más gordo?* and you look to see who is the 6 (.019) when it comes to being fat. There aren't any girls in this, it's just boys (various pupil responses racist, racist, sexist, racist comment, sexist, this course is sexist man, I'm leaving) Then (further pupil talk) Hey, (name) quiet please. (ye, it was ...) I'll explain it when you have it (pupil name)

(see photocopy of activity)

Kids do it individually/ or in pairs(inaudible talk from some pupils)

P: I watched a Spanish programme on the TV when I was at home. Other PP: it was boring yes, nice and boring. First P: It was about (030) P: Sir I saw that R: What? P: Did you watch that Spanish programme (inaudible discussion) R: Right, OK, (raising voice) look at your sheets? P: Is school open tomorrow? R: Yes P She was just telling me... that's all R: No P: Well there's stories about... R: *well unless it snows, si hay nieve no hay escuela, si hay nieve no hay escuela* OK, right, we'll read through this first, la encuesta, that means... ¿Qué quiere decir la encuesta? P: Inquisition R: No, it's like a survey P: A survey? R: Yes, it's what someone has done is they've taken those boys, Miguel, Emilio, Javier, Manolo, and Pablo, they've done a survey to see who's the smallest, who's the biggest, who's the fattest and who is the ugliest, they've graded them 1 to 6 . Look at your sheets (name)... PP: there's no minimum, there's no minimum (?????) R: You think it's alright to just mess around and not do any work in the language class? P: Now stay quiet (laughing) R: OK? right, look, look, shh! *por favor*, look at your sheets and you see where it says *Pequeño*. Who can see that Pablo has got a 6 against him so that means that he is the small... *es el más pequeño Pablo es el más pequeño y Miguel que tiene el número 1 es el menos pequeño* so you have different grades between all the different boys and some are smaller than others and others are bigger than others OK? so we have *pequeño* , *es pequeño*, *alto*, *gordo delgado* ¿qué es *delgado*? PP: pretty, ugly, thin, thin, thin, like you sir, stick man R: *Guapo*, ¿qué es *guapo*? P: pretty R *yo soy guapo* (various comments, no handsome, ugly) R: *Yo soy guapo* P: you're handsome! You re handsome ! who told you that sir? P: the man in the mirror. R: Y feo es ... P: ugly R: (name) es guapo (inaudible pupil comments) R: So it says here in Spanish at the start *Aquí están los resultados de ..shh. atención por favor, aquí están los resultados de una encuestas sobre los chicos en una escuela*. Here are the results of a survey about the boys in a school. Se han puesto los chicos en orden de uno a seis según las categorías .The boys were put in order one to six according to the categories with six being the most and one being the least ejemplo, *Miguel es el más alto*. If you look at *alto* and *Miguel*, Miguel has a six, *tiene seis y por eso es el mas alto*. *Gordo*, *Pablo tiene uno y Pablo es el menos gordo*. *Aquí están las preguntas. ¿Sí o no? Miguel es el más guap*. You look at Miguel and you look at guapo and you see that there's a number 4 against him and so ¿*Miguel es el más guapo*? PP: *Sí, sí, .no!* R Can't be... the number 6 is going to be *el más guapo* and that is going to be Manolo therefore the answer is no, OK? You need a lot of concentration, you need to be able to work out what it is. and then you answer those ones yes or no and then you go on to the number 2 after that and then say ¿es más guapo o más feo? you look up to see with the numbers whether he is more beautiful or uglier and so you work through those questions like that P: Where do we write the answers? On

the paper? R: In the books P: I haven't got my book with me, (name) has got my book R: Ah P: He's got all of them, my vocab book, I can't write my work down P: Sir I've got a problem. R: What's your problem? P: My friend has got my book. R: Your friend has got your book? P: Yes, he's doing Panjabi upstairs and I'm willing to go and get it ... (giggles) I'm willing to go and get it... R: that's OK, I just happen to have some spare sheets of paper P: Sir can I have paper? P: Sir can I give it out please? P: I want to be good, I want to give the paper out R: write your names on the sheets (various remarks) P: I need a pen R: Sh! come on do some work... (sound of pupils arguing over something - a pen) R: Sientate P: I need a pen P: Sir how do you spell your name? R: Señor C. (further talk about pen) P: sir is that in English? Is that how you spell your name in English? R: Hey, *no tienes cosas* P: OK P: Sir excuse me I am trying to say you something, could you write down how you spell your name in English, please, that's how you spell it in English? OOh! Sir, where are you from? Spain? R: *Irlanda del norte*. P: Northern Ireland? R: *Sí* (further discussion of name with some noises in the background) R: OK! let's get on with some work!

He goes round helping out and giving feedback to different groups. At some time he says to the class: It's not easy, this exercise, it's quite difficult (174)

An instance of the helping and giving feedback to a group of kids:

R.: *si señorita* P. sir, is that right? R: *a ver, a ver, no señor* P. I don't understand these people, either R.: Right, *número cuatro, Luis es más pequeño que Emilio, Luis es más..* (kids say something) Luis es... than Emilio, right? So, you've got Luis who is a 5 The smallest of all is Pablo, OK? And Luis is five, Emilio is two, quite tall. Luis is smaller than Emilio, so he's 5. He's tall. And the answer is... *¿Sí, no?* (kids talking) *muy bien* P: Sir, are those right? R.: *A ver* (talking) P.: Sir what does *menos* mean?. R.: *Menos* means less... The main problem seem to be *Pablo es el menos alto, menos es...* P.: whether 6 is the highest or less. R.: *Y ¿es el menos alto?* P. the lowest. The smallest, OK? *Luis es más pequeño que Emilio*. He's five (234) Emilio is quite tall ... *Manolo es menos alto que Luis.....*

R.: Number two, you can't answer *si o no*. It's not *si* or *no*... *Manolo es más guapo o más feo?*... O or O means or..more beautiful or more....

When working with individual students he sits on desks. Different from when he talks to the whole class up front.

3.25pm: bell goes. He asks for worksheets. and takes the register

Post observation interview

(285) R. There were at least a third of the class missing, you know?

G: Is it very frequent, because last time I was here there were more of them, weren't they?

R.: But it's quite common, because I'd say 3 of them are (290) because Spanish is so low when it comes to the pecking order. So if there is ever any music to do... Also (name of pupil) was there. She has never done any Spanish before. She has just come to the school. Really nice kid

G: I was wondering why was she there all by herself.

R.: She was expelled from her last school from hitting a teacher (295)

G: For doing what?

R. Hitting a teacher

G: She looks very quiet.

R.: a little angel. She is very friendly with the teachers

G: How did everything go? How did you feel apart from the few people you had?

R.: It went Ok. The worksheet was a bit complicated for them to grapple with, [what was the difficulty?] The trouble was interpreting it. It wasn't a question of the language, I don't think. What do you think yourself?

G: Yes, fine

R.: They are nice kids

G: They were very nice and quiet. I really enjoyed it.

During the class I didn't feel any different attitude from an ordinary class without observing and recording. One of the kids asked whether I was recording or not. I said no, but R. said yes, and after that they forgot about it. They are not interested in that.

On the way home I checked with him whether he had felt different having me there recording, he said no, and asked whether I had notice any difference. I said I hadn't. He said they are very used to having people around. I don't understand why tutor was around the way he does!!!

(8/3/91)

Preobservation interview

R: What I was going to do... yesterday I had the whole class and I just made the presentation on the backboard of *mas pequeno/ mas pequena, la mas pequena/ el mas pequeno, alto, delgado* (04) in their minds and today I was going to talk them through this talk or this worksheet that they have to do 3 kinds or four kinds of written exercises, just to make sure that they get through all right. I've got a funny feeling that it might take the whole class, since it's the last period of the day and if they are getting on well with it I am going to do *bueno, mejor, el mejor, la mejor, malo peor, el o la peor* and I think I'll, well, today whatever happens we'll finish in this subject and do something else next time. So hopefully they won't be too eventful.

Transcript of lesson

2.40pm

PP: talking and arriving

R: We are going to do some work today (more background talk) OK, *tranquilos, tranquilos* P: *tranquilos* R: .. (30) the same thing yesterday....(Settling them down and talking) *muy bien, tranquilos, por favor....*(32)

Warming up

Ok, *bueno, hoy tenemos con nosotros otra vez la Sra G. y para empezar vamos a hablar un poco en español para hacerle saber que sabemos nosotros, we're going to show Sra G. what we now by speaking a little bit in Spanish, OK? Muy bien. Vamonos, Voy a empezar con...*, *bueno, no importa, ¿como estas G?* P: *Estoy bien* R: *¿como te llamas, otra vez?* P: *Me llamo, G.* R: *Muy bien. ¿Y donde vives?* P: *vive* en S.* R: *vi-vo en S.* P: *vivo.* R: *Muy bien. Excelente, ¿te gusta la television?* p: *Sí* R: *¿Sí? ¿Cual es tu programa favorito de la Televisión?* P: *Neighbours* R: *neighbours?, Muy bien, Vecinos, se puede decir. Muy bien, excelente, muy bien. A. Buenas tardes* P: *Buenas tardes* R: *¿Cómo estas?* P: *ah?* R: *¿Cómo estas?* P: *estoy bien* R: *Muy bien. ¿Cómo te llamas?* P: *me llama** A. R: *Muy bien. ¿Cuántos años tienes, A.?* (pause) *yo...* P: *trece años* R: *tengo trece años. Excelente.*

Management and warm up

P: (???52) I haven't got a (53) R: Where were you yesterday? P: yesterday? R: I don't think you were in yesterday, see me after the class, I (55??) come and see me after the class and I'll have a talk with you. OK? P: (??56) R: OK, *quite la chaqueta, por favor.* P yes

R *Muy bien. OK, perdona A. me dijiste que tienes 13 años, ¿sí? y ¿dónde vives?* P: *Vivo en S.* R: *¿Y a ti te gusta el deporte? el deporte? ¿sabes lo que es?* (pause) *¿te gusta el deporte?* A *mi me gusta el deporte, sobre todo el futbol y el tenis. ¿A ti te gusta el deporte?* p: *Sí* R: *¿Sí? ¿Cuál es tu deporte favorito?* (pause) *cual es.. mi deporte favorito es el futbol. Y a ti, ¿cual es tu deporte favorito?* P: *el futbol, también, Ok* *Muy bien. Chicas. Muy bien. Usted, señorita?* P: *Sí señor.* R: *Buenas tardes* (pause) *buenas tardes* p: *buenas tardes* R: *buenas tardes, muy bien. ¿Cómo estas?* p: *estoy bien* R: *muy bien, ¿cómo te llamas?* P: *me llamo* A. R: *me llamo, muy bien. Y ¿cuántos años*

tienes? P: tengo trece años R: Tengo trece años y ¿donde vives? P: Vive* en W. R: Vivo en p: Vivo en W. R: W. Muy bien y ¿te gusta el cine? ¿te gusta el cine? (pause) ¿te gusta? A mi me gusta el cine. Voy a ver peliculas como Rocky 5 y ... ¿te gusta? ¿te gusta? me gusta.. P: Am I happy? R: Do you like? P: What? R: el cine? P: oh, yes, si R: ¿Cual es tu película favorita? (pause) ¿cual es tu P: (79??) R: muy bien, (79 ??) Muy bien. D. buenas tardes. P: Buenas tardes R: muy bien. ¿Cómo estas? P: Estoy bien. R: ¿Cómo te llamas? p: Me llamo D. R: Muy bien. ¿Dónde vives? p: Vivo en S. R: Excelente. Cuantos años tienes? P: Tengo trece años R: Muy bien. ¿Te gusta el deporte? P: Si R: ¿Cual es tu deporte favorito? P: Sir, so what was what you said??(86) R: ¿Te gusta, te gusta el deporte? P: before that ... (8) R: Cuantos años tienes? P: What does that mean? R: It means, how old are you? yo tengo 24, 24 años, el tienen 14 años, OK, so D? P: I like wrestling R: Wrestling? muy bien. Me gusta la lucha libre, la lucha libre. ¿Puedes decirlo? P: la lucha libre R: Me gusta la lucha libre P: I like wresting R: Oui, si la lucha libre (pause) P: that means wrestling? R: si, si P: Are you sure? R: Si, si. Ok, Bueno, muy bien. vamos a ver... la próxima víctima, a ver, a ver a ver. Buenas tardes, ¿cómo estas? P: Muy bien R: Muy bien. ¿Cómo te llamas? P: Me llamo S R: Muy bien. ¿Cuantos años tienes? p: Tengo catorce años R: Catorce años. Muy bien. ¿Te gusta la television? other p.: Siiii P asked: Si R: Si? ¿cual es tu programa favorito? P: (???104) R: (104) Muy bien Shhh. Muy bien. Gracias. Very good. Estoy muy contento con ustedes. Hablais, hablan muy bien el espanol y

Changing activity Explains what they are going to do next

Ahora vamos a ver un poco de lo que hicimos ayer. A revision of what we did yesterday, ok? PP: Ok R: Si vamos a hacerlo de nuevo. OK. Hemos visto: pequeño o pequeña, P: más pequeño R: más pequeño P la mas pequena R: y el o la más pequeña and then if something is small and it's this *menos pequeño*, the same with *alto* and *alta*. Más alto y el o la más alto o alta y luego *menos alto*. Gordo, más gordo, el o la más gorda. then we saw some other words, *hemos visto, delgado, que quiere decir? delgado, si? P: slim R: delgado, guapo? PP: beautiful, handsome, ugly, ugly R: feo, si. Excelente*. Right. So what we have today, some of you have already seen, we started a little bit before half term and we didn't really get done very well. It's.. Yes exactly, So what we are going to do today is a worksheet and it's about making comparisons between things, small, smaller, less small, and big, bigger, less big, fatter, less fat. Attention, *por favor. Por favor? Gracias*. So we are going to do this sheets out now and I want you to pay attention while I tell you exactly what's going on. It's quite difficult to interpret, then I'll hand out the exercises for you to do in your exercises books

that I am going to collect. If you don't have your exercise books I'll give you some paper ok?

(140) He hands out (Background talk)...Pp: sir, we've done worksheets this R: No, you haven't P: We had to choose the numbers, we've done it R: you haven't finished it yet P: yes, sir, look it's the same I've got, sir, it's the same as the old one... R: Ok. Listen, because we didn't all get finished last time and some of them didn't get it done at all (??148) I wasn't terribly happy about how it went... A.?

Instructions for worksheet

R: So I am going to explain to you again. It's quite difficult to understand. Ok *vamos a leer lo que dice, se llama encuesta, por favor, la encuesta, quien tiene chocolate?*. Ok have a look at your sheets, girls in the corner. A. be quiet. P: paper? R: *un momento. OK? La encuesta, que es la encuesta, que es una encuesta?* P: A survey R: A survey. *Muy bien. la encuesta.* (164???) pay attention. It says: *Aqui estan los resultados de una encuesta sobre los chicos en una escuela.* I mean, here are the results of a survey about children in a school. *Se han puesto los chicos en orden de uno a seis segun las categorias.*, so they take every boy, Miguel, Emilio... and then they categorise them according to different things like *pequeño*. So when it comes to being small, Pablo is the smallest so he has 6, Miguel is the least small so he has one. So it means the higher the number, the more they are, Ok. So *por ejemplo, Miguel es el más alto porque tiene un seis*, you look at *alto* and see Miguel, so he's the tallest, *Miguel es el más alto*. And *Pablo es el menos gordo*, so he's got a one against him, so he's *el menos gordo*. So for the questions in number one, *no más tienen que decir sí o no*. There are six statements and you have to see whether they are correct or not, by looking at the grid and you just write number one, si or whatever it is. Number two you have to make a comparison, we use the word *que*, *por ejemplo, numero uno in number two? Manolo? (pause) es más guapo? (pause) o más feo (pause) que Luis? (pause) qué quiere decir? So es más guapo o or más feo que Luis*, so you look up Manolo and you see that (194) *guapo tiene un seis*, so it means that Manolo is, he is the most beautiful of all, so, or the most handsome of all, should I say, and then Luis is not very good looking, it's not very (198) That means that Manolo is more handsome than he is. Therefore the answer would be (pause) *Manolo es más guapo que Luis*. And then the number three, for section number three, (204) like *quién es el más o quién es el menos*, who is the most and who is the least? for example, *quien es el más alto?*, as an example? (pause) *quien es el más alto? La respuesta*, look down *alto* and you see number 6 Miguel, therefore *pues es Miguel es el mas alto*. Ok? So you understand that? Ok I'll give you some paper

now and you get on with your work.

Pupils work on the activity

If you've got your books, do it in your R helps out books

R: *¿Qué te pasa, por que estas ahí de pie? ¿No tienes papel?* Ok I want this finished by the end of the class, please. P: dead easy relax ??(245)R: *Bueno yo te presto mi bolígrafo. me lo devuelves* Pp: Sir, sir. R: No, no es necesario P: Sir, sir: R: *un momentito*

Working with a group but explain on b/b

R: We did yesterday, *pequeño, máspequeño y el más pequeño*, so it's *pequeno, mas pequeño y el más pequeño*. *Pequeño* es small. (332)*Manolo es más guapo, o más feo que Luis, es Manolo* more handsome or uglier than *Luis ... Manolo, por favor,* and you look at *guapo* and you see that means that he is the most *guapo* of them all. So *Manolo es más guapo o más feo?* So the answer is *Manolo es más guapo que Luis*. P: What does it mean? That means ...he is very pretty, isn't he? Sir, sir R: *Un momento*. P: If it's one that means... that is four, ... R: Six is the highest and one is the lowest of every thing

Working with a group

P: Sir R: Si P: Can I ask you something? R: *Si, un momentito* (he's working with another group) P: Sir can you come here, please? R: Yes,

(499) Checking and giving feedback

Miguel es el más guapo ... Javier es el más gordo, six, Javier, good, *bien Pablo es el menos... muy bien, si, OK Luis es más pequeño que... Luis* is number 5, Emilio is number two,.. Si, right, Luis is the smallest person of all, ...Miguel is the least small, Pablo is the...P what's *guapo*? R: *Yo soy muy guapo, yo soy muy guapo*

Working with a group

P: Sir, when you say *el más pequeño o el más alto que Emilio*, that means that he is either... (561) either smaller or taller, it's taller than Emilio there, right? R: Number six is the most and number one is the least, so when it comes to small (567) and then when you look at Emilio, he's number two, he's even less, so in other words he is smaller, because number 6 is smallest and number one is the least small, Javier is number 3, Emilio is number two so it means he is smaller.
3.25. Register *Por favor, silencio...names, PP: si señor, si señor, si señor.....*

(Side B) Post observation interview

R: I thought it went OK and the more able in the class seem to be getting to grips with the idea and the less able don't seem to be so discouraged that they don't make any effort at all. Everybody seemed to be able to do something; they all made some kind of an effort. I think it worked Ok. they enjoyed the class which I liked without behaving too badly. There is few kids who are a bit of a problem, like R. she came in and she hadn't done Spanish before, until a couple of weeks ago and some (009??) which is quite good, and usually S. who was sitting besides you, and she is quite badly behaved, but she was like an angel today. She wasn't too bad. Then you have the usual problem like, I and A, who came in. A. comes about one class in three or four, so (013), specially A, is quite boisterous, and he comes into the class and disturbs the class. [were those the kids who arrived very late?] yes, he is quite bright but he doesn't plan the Spanish at all, you can see that if he comes to the odd lesson he is more interested in music, well he actually makes an effort. The girls over there (the farthest corner in the classroom) usually work very well [Yes, I think, I can't see everything from here, but I could just tell] yes, that's the good corner, the ones down at the back work quite well as well, the boys around here Ok, P. who sits here is quite good, and usually the girls sitting along there, they are clever enough [yes, they were getting on with the work] but they are usually, they usually have a great time in the Spanish. if it was a class that I took all the time I wouldn't allow them sitting all together, but I've decided that there is no much point for the few classes to split them (024) But over all I thought it wasn't a bad class at all, considering that that was the last class of the day and they got on with the work, everybody did something today.

G: Any specific problems kids were having? What kinds of question were they asking you as you went around?

R: Some problems in interpreting this, as I said to you before. It's a bit difficult to interpret the statistics. Some of them had seen it before, and some of them hadn't so some were a lot more familiar than others. A few problem may be with 'que', but on the whole it wasn't too bad. It was more problems of interpretation, but I just needed to show hem again and again how the thing worked rather than the actual language itself, so I was quite pleased with that, especially with the 'si o no' questions. Even when ones who were getting it wrong, they understood what the question was. They understood what they were looking for, they just didn't know, and that's my fault, rather than theirs. So it was quite hard for them. So all in all it was fairly well pleased. Any thing else you want to ask me?

G: Just, basically are you just going to finish the work on this language today or are you planning to do any revision of that, or...in the next class?

R: Well, next class. I'll go on, as I was saying before, I'll go on to do 'mejor' peor', for a while but I think it's time I started doing something different. This is something R. asked me to do, from *Vaya* (43) You know, it has similar sorts of things, this is where I got the idea from, but it has a different focus, it is purely on tourism in Spain and all that. And then I'll sort of move on from that. This is not a bad book, but it's not particularly good as far as activities are concerned. In fact it's extremely bad, just having the book itself. There isn't no decent back up activities to do. But it gives you ideas, like I used that basic idea as well and that kind of thing. It was quite nicely set out, as you can see. So that's it.

SR: written record of Ronan's interactive thoughts on the first lesson. (Nb. Number of pages refer to the transcripts of lessons)

P.10: I always try to start off in this way, with speaking exercises they know. I was conscious of the fact that they hadn't been speaking or listening for quite some time, so I took a lot of time to 'reintegrate' them into speaking and listening to Spanish. I like to have this contact with the pupils in every class.

P.12: It's important, I think, to tell the kids in English what we'll be covering in the class, so they know what to expect and can use their powers of prediction to help them.

P. 13: When using the b/b for presentation I try, if at all possible, to have the drawings already on the board to save time and the pupils becoming bored.

P 13-15: The pupils did not go through the oral input as quickly as I'd thought they might, so I took it slowly to make sure they were taking it in.

P. 16: I thought the oral input had gone fairly well although the pupils were a little distracted (as always) so I went on to the [written] worksheet for consolidation. As I anticipated, the worksheet required quite a lot of explanation,, it was difficult to interpret.

P 16-19: I had a lot of difficulty explaining the worksheet to the kids, as they became bored with it very quickly.

PP. 20-21: It's always important, of course, to get the pupils working in groups and individually in each class, and to constantly circulate finding out what problems individuals might have.

This class was always more or less exactly the same as the previous one (12-2-91). This was because there had been a break due to bad weather and mid-term break, and because most of the class hadn't been present at the previous class.

PP 2-3 I didn't spend as much time on the oral warm up exercises this time as it went better.

PP 5-6 Again, the worksheet took a lot of explaining. I was conscious of trying not to get them so confused by the worksheet that they wouldn't learn any of the language as a result

SR: Ronan's own cassette recorded description of lesson conducted on 5.3.91

R: This is just talking through the interview. It was at the start of the class, I haven't actually started yet, just listening to myself (pause). So this class as it was customary I usually allow the kids a few minutes to come in and settle down rather than expect them to be attentive from the moment and that's why there is usually a lot of noise at the start, I also feel it's the time when you can give a bit of personal attention to the kids where your role, the pastoral role of the teacher is very important when you have little interactions with the kids which aren't really anything to do with what you are talking about as a teacher, but are a very important part of your relationship with them in your relationship as a teacher. OK. So you can hear me shouting (041) in the background there, the class usually responds fairly well. But that stage I really got them used to me talking to them in Spanish as much as possible which didn't happen that much before hand. Anything for me as a teacher and probably for them as kids responding demands that I've been making Spanish rather than English are quite important so (pause) I also felt it was fairly important to introduce you Gloria to the class as you came in rather than just have you sitting there because that means that the class know why you are there and they should know you are there because it's their classroom. Here we find that and I've silenced back to the class because sometimes I find that usually they responded quite well, you know it is the last class of the day, I think because it was the final class of the day the class are obviously more boisterous than at other times of the day but by this stage I have built quite a decent rapport with them (??). As it was customary I started off with oral discussions with individual pupils to get them thinking in Spanish and to get them talking in Spanish and to get them listening. These were usually very similar, the kind of questions that I asked but it worked quite well, I think. (pause) As usual you get late comers and in every class usually the late comers are the trouble makers, so I found myself interrupted here when I had to break up and break into English you have to keep control and get back into the routine as quick as possible or else you'd spoil the rest of the class. A good way of getting back into Spanish was saying 'quitala', so I've moved from English into Spanish and could then flow into Spanish again. Just there I was giving them a sentence about what I like in sport so that they can hear and then use that themselves, specially their Spanish is a bit rusty and not of a very good standard so they needed that kind of encouragement (pause). I had to correct her there because she was saying vive* for I live instead of vivo, but that's the best way to correct it would just be to repeat it and to give emphasis on the syllable that she had wrong rather than saying "no, that's wrong" because then you get..., you encourage them more and

you don't make them feel as if they are wrong, so I think that's quite important. So here I'm trying to encourage her into something a little bit less banal talking about things rather than who are you and where are you from trying to develop that a bit more. I always try and pick on not only the pupils that are good but I am in that situation when I usually would start off with someone who is good, who is more able so that the less able in the class can listen a bit more and hopefully gain a bit of confidence. (pause). It is a bit difficult when someone asks you what does that mean not to break into English, but I tried and I explained it into Spanish as well, I think it's a gradual thing that I was building up so that by the time they've been doing Spanish for a while they would get completely used to me delivering as much of the class in target language as possible. Here you hear me saying 'oui' instead of 'si'. Sometimes you get mixed up. So that's that stage in the class finished. I've got them warmed up as I would say. No I haven't actually I am continuing. (pause). Now that's that finished. Now I am encouraging them because they did well at their speaking, I was pleased with them. I am telling them in English what we are going to do and it's a the continuation of what they've done the previous day where I have given them an oral presentation but they hadn't grasped that well, so I think I have to reinforce it again by inputting the same stuff. (pause). So now I am taking them through the presentation that I had on the board which is a diagrammatic representation of comparative adjectives and superlative adjectives. In the previous class I didn't have time to handle the worksheet that I had prepared for that class. And also in retrospect it was a w/s which was quite difficult and required a lot of concentration and effort so I needed a good amount of time in that class for them to go through it properly. So now I'm explaining to them that it is quite a difficult w/s. Because I don't want to discourage them by presenting them something which is too difficult. So now I'm handing out the w/s for them to work on and would explain things to them as I go along because with that particular w/s they needed it in front of them, so that I could explain them properly what they were required to do. (pause). So there is of course 'we've done it' but because I only had them for a short time, perhaps there was only a person in the class who had done half of it. So I explained to them in English what they had to do because it's quite a difficult w/s for them to interpret and of course, normally I wouldn't have handed out any written work until there had been a lot more input, but because they'd seen it before I thought it was important to have a good amount of time in the class to devote to the w/s where I could go round and observe them because they needed a lot of individual attention to complete it. So now I'm explaining, talking through the worksheet, it is very important to read through the instructions, you know, w/s especially when they have them in the TL, even if they are in English because people don't read instructions, we are all guilty of that. My major feeling in the worksheet was that it was so difficult that I did have to explain it using English quite a lot but the

way I tried to do it was by simultaneously talking them through it in Spanish and English. (pause). I had graded the w/s to make it go from the simple to the more difficult, that's why I had si and no questions, so that they can gradually answer when they go through it built to more difficult concepts as they go through it. Obviously some pupils may not have passed the first stages but the whole idea of grading the worksheet in that way is that you'll be able to teach a mixed ability group and that every kid will find his or her level by progressing down through it, that's the theory. (pause). The class is behaving quite well, in this particular lesson that I give I got to know them quite well and they usually behave quite well after they got to know me a bit better. They weren't a bad class top start of anyway. Not really. But I don't know how much they were learning, how much they actually learned when I was there. I often got the impression I was pissing in the wind, to quote a new phrase because I was the (247) of Spanish in the school. But I think they enjoyed the class even if they didn't learned quite as much as I would have liked. So here I am explaining, talking through in some detail the w/s using Spanish as much as possible, asking them how they understand it. (pause) There was a problem with books for writing in, some of them had, some of them hadn't, some of the books were the other teacher's and some of them didn't bother to bring them in, having advantage of having a new teacher. But the trick was to arrive with lots of spare paper for them rather than waste time. (pause) So now I am going round passing on the paper which I quite like to do because it meant more contact with the kids themselves rather than, it took me away from standing at the top of the class in isolation from the kids and I like to be able to circulate around the class as much as possible. Probably because I made it more interesting for me as much as I thought it was also beneficial to the kids. (pause). When dealing with the kids on an individual basis I try to speak to them In Spanish, I think that's important as well. (pause) But I think probably the last thing that would have happened in trying to transfer the class from using English as a medium into Spanish would be that they would speak to me as individuals in Spanish, I think that would be the very last thing to develop, so I wasn't at all disheartened when I would speak to them in Spanish and they would speak back to me in English. Because I remember having similar experiences at university myself, so I can't really expect 14/15 year olds to automatically switch. So now I am going round explaining exactly the same things to some of the pupil. Beforehand I knew who the pupils who had most difficulty with the worksheet would be so I can automatically go towards them, asking whether they had understood and in all probability they wouldn't have listened to what what I was saying anyway, so instead of letting them flounder (??320), go towards them first and explain them individually, they seem to appreciate that more and then they can relate much easier on the one to one basis than to being told at the top of the class. Plenty of

background noise going on as ever but they seem to be mainly connected with the work, which is quite gratifying (pause). The four girls at the left hand side of the classroom, who I remember so well gave me a hard time, but they weren't malicious, just vivacious, I suppose, I remember them quite fondly, although they were quite trying at the time, I needed to keep a careful eye on them because they got quite boisterous but I never wanted to split them up as group because it seems to get on well together and they didn't present me with any major behavioural problems, so I decided to let them stay where they were. They are beginning to work... disappointment when you have to be, if you could be in five different places giving individual tuition at one time it could be great, but you learn to prioritise quite quickly and you get to know the kids who would sit there quietly and trying to get on while waiting for you or the ones who need immediate attention. I do prefer to have the kids working in groups of two or three, or little friend groups, rather than as individuals because I do think that the language classroom, particularly, there is communication, interactive communication going on and as you can hear from the table now they are talking about the problem they had about trying to solve it together, which is great, that's what I wanted, that's what I was aiming towards. As you hear now there is lot of sir going on, I can guarantee the different ends of the classroom, so now is where I quickly prioritise and choose who to go to first. (pause) To some of the pupils I would explain it to them in English more than in Spanish as I saw the capability or sometime I would explain it to them in Spanish, find that they haven't coped with it and then go on and explain it in English to them. When the noise level got a bit too much or when the kids were getting a bit too boisterous, I usually said politely "por favor" with a certain intonation to show that I was mildly admonishing them. I am sure that as I develop as a teacher I would become much nastier and become a bit more demanding when it comes to silence when I want it or an acceptable level of noise. It is quite interesting you can hear the girls in the background discussing (SIDE B). So I was explaining to the girls in English because it was more a question of interpretation rather than language. I heard myself saying (441) and I am not quite sure why I am saying that (pause). Someone has just been thumbed by someone else in the class but they weren't a bad class because of behaviour. This is part of the class that they like best when I could go round them, having done my input and it is very nice to have that contact with the kids, I find it quite invigorating and satisfying most of the time (pause). Thinking back on the class now, it is probably a mistake to use such a large proportion of the class on that written worksheet, perhaps another lighter kind of exercise would have been more appropriate for the last ten minutes or so once their concentration begins to wean. The girls were asking me to check something which is a good thing about circulating in the class, which means that if you find any mistakes you can, as you go along, you can correct them there and now, because

there is nothing more disappointing than to do, say, 10 sentences and that they are wrong whereas if I've seen them when they've done one or two and could correct any errors of interpretation or comprehension that they had, it is much better for the pupils and automatically better for myself as well. (pause). It's gone into quite detailed explanations to some of the class there according to the needs, as I went round the class it became apparent that some of them not only didn't understand it but wouldn't understand it if they had done it for a lot longer time but the gratifying thing was that every member of the class has got some of it done and that every member of the class (511). (pause). As you can hear the girls were more forceful in their request for me to come and pay attention than others, but very polite (pause). There was also the fact in this class that one or two of the kids needed a lot of support because they hadn't been to many Spanish classes at all. And I didn't want to not to include them because some of them had done practically no Spanish before while some of the others had a year and a half and so I would spend a lot of time with them talking with them in English about the class. (pause). I think perhaps now if I was doing the class again, because there were a couple of activities on the sheet I would have given them 15 minutes or so to the point when most of them got most of the first exercise done and then I would start correcting that as a class. With the benefit of the experience I would do that now. Oh my God. I've just said "yo soy muy guapo" as an illustration of what the word "guapo" means, so probably they all think it means ugly now. (pause). I am explaining now a bit of the alternative questions "es más guapo o más feo?" or small, or smaller and taller (689) I just had to explain these things in English as they were quite complicated kids seem to grasp it quite well actually. (pause). I didn't correct this in the class with the kids because I wanted to take the books home and mark them to get some idea of what their understanding was. I think in normal circumstances that w/s I would have corrected in the class. Now I am taking the roll at the end of the class. The class's finished. The time has gone fast again. Better take it at the end rather than the start because it is a nice way of getting them quiet at the end of the class and getting things in order before they go home. I always insist on "si señor" because it proves everyone that the class is in Spanish. That's it.

SR: Reflective thoughts on lesson conducted on 5.3.91

Right, the first activity is what I would call an introduction or the introduction or the induction in which what I am trying to do is to get the pupils into the process of listening to some Spanish and speaking some Spanish, it is fairly informal and and is fairly regular and they get to know what to expect and what to do and it's my way of bridging the gap between teaching through the medium of English and teaching through the medium of Spanish which is mainly in the target language, I think it is a very important part of the class an indispensable one and it means that the kids have a time to readjust, I think it is very important, very valid exercise. From the point of view of language this activity gets them used to ordinary Spanish language, I get them used to listening to my voice, listening to their own voices and communicating in Spanish, so that (13) is something vital, it is not just in paper but it is also a vital thing, a means of communication, I think this is very important for the language learning in that because of (22) that creates a context, that shows them that what they are doing is a useful activity and that it gives a purpose towards it as they seem themselves progressing hopefully, they see the fruits of what they've been learning and what I've been teaching. From the point of view of language teaching, as I said, I think it is vital this stage in every class and obviously you can (29) slightly as time goes on and they are more used to speaking in Spanish, but particularly at this level I think it is vitally important that they get used to my voice, that they get used to anyone speaking in Spanish and that they get plenty of feedback is quite immediate and I think this is very good especially for adolescent kids with short spans of attention so I think it is very valid and very important part of my language teaching and the process of language teaching in general. As regards teaching experience, I haven't really thought that deeply about it. I seem to do it in a sense naturally before I thought actually why I'm doing it, it's a natural exercise in that if I want to teach through Spanish I have to start from somewhere, I have to provide a framework and that framework is in some sense provided by the introductory exercise, so that it becomes apparent that Spanish is what I am there for and Spanish is what they are there for. As I said this seem to develop almost naturally with me as a way of starting the class and it was only later that I thought and realised how fundamental it was and how important it was to me as a teacher and to the pupils. The second part of this lesson was what I would call the input session of the lesson, very important as well in the structure of any lesson where you have a definite idea of what you have to teach or revise and you input that systematically, you think about what you have to put in and you do it and from the point of view of language I was doing fairly important, but not fundamental piece of language: adjectives, manipulation of adjectives and making comparison

which is no particularly sophisticated and especially at the level I was doing it. But its getting away from the complete basis of the language towards some kind of more mature manipulation. The way I input it was with simple b/b drawings which I felt going down to the lowest denominator so that learning the principle and the key words "menos" and "más" + the adjective were set out in straight out fashion as possible and this obviously leads to easier learning for the kids which is important and then you can progressively do more difficult as things go by. From the point of view of language teaching this was not a particularly difficult to input because it is fairly regular and they didn't find too many problems with it, there was not sophisticated visual required, not too much preparation on my part, except that it did take quite a bit of time the worksheet, which I felt they did quite well. And in this particular lesson I was revising the concepts so my input I deliberately cut very short because they've been through the entire process before and I just wanted to refresh it in their minds. From the point of view of teaching experience, well, what I gained at this time was a sort of sense of how long, if you are not very disciplined how long can actually take you to teach something, so I just seemed to have spent a bit of time in this which on reflection I would definitely try to keep down to one class. I think it is important to have good schemes of work, to know exactly what you are hoping to be teaching more or less when and obviously you can be flexible within your limits because you are going have to be but so that you cover the course that you are required to cover and the elements that you have to teach. You have to be very aware of the restraints of time and the amount of time you can devote to any particular topic. The final exercise was the worksheet that I gave out to the kids which I have explained in a bit of detail in the previous tape: written consolidation of any language I think it is very important, that they have to be able to manipulate, they have to be able to write for a start, but writing is manipulation of the language. The language I used in this w/s wasn't particularly difficult, as I explained before there were some comprehension difficulties in the way I dealt with in the w/s which would need some modifying in the future but it was basically sound, just need some way of simplifying it a bit and the language was straightforward, I was using the language which I had already used in the class without it not coming up many strange words, I talked them through the worksheet, so from the language point of view there wasn't going to be anything which was completely unfamiliar to them and that's important because of the language learning, that you have to provide the context before you provide the practice, it is not good practice as a teacher to give them lots of strange words at this stage which they haven't met before and then just explain them by translation or whatever, a bit more experience. From the point of view of language teaching the worksheet was graded from the simple to the difficult, I felt with simple *si o no* answers at the start and then alternative questions and then progressing to open-ended questions

where they had to manipulate the language which is vital for a mixed ability class, which all classes are, anyway, it is an important principle and it's important for the kids as well that they start off with something simple and manageable and progress as well, a sense of progression is very important. From teaching experience I find that particular w/s took a long time, in future I've learned from that myself that with reluctant classes I am going to have to be firmer. I need to be more demanding but I found the class acted out quite well. They were a good class, the standard wasn't terribly high but I think they enjoyed it and I hope they learned something from it, it's really what I can say, so after the written consolidation which I allowed to be done in groups and peer groups, friends to a certain extent, although it was an individual worksheet, I think working in teams is quite important and hopefully what happens is that the more able help the less able and don't just tell them what it is and that there is a general atmosphere of learning in the classroom where everyone is, can, has a possibility of, every pupil has a possibility to be both teacher and learner, a double role there and that was that really as regards this class.

Final interview, June, 18th, 1991

I told him before what the interview was going to be about

(003) G: You can start wherever you want, you can start with language or with language learning...?

R: What is language? Oh Christ!, in the classroom context? [you can perhaps talk a little bit in general terms and then relate it to the classroom context] Well, I can really talk about language especially with reference to teaching, so I'll be talking about communicating, the old buzz word of the communicative approach, which is where language teaching is really different from my day, that there's a lot more talking and active participation from the kids expected now. So I think I've developed through the [university], through the course a greater sort of knowledge of the importance of language, the vitality of the language which was lacking, say, in parts of my own education, has become apparent and language is now seen first and foremost as communication, as a means to communicate in a situational context. And I think too that has its dangers in language teaching and it becomes purely functional and that you don't create knowledge, you are not actually teaching the language per se which is language in all its aspects, you're not creating complete knowledge but you can veer towards a functional aspect where things aren't particularly related, the kids know what to do in this situation, in that situation, in this situation, but taken away from that context there can be a lack..., so what I would personally try to do in the classroom, what I think language is is more than that, it's an appreciation of the patterns, of the sounds, of the rhythm, of the constructions and it's something that you can build upon individually, so if you teach it right and teach it systematically where the kids can see patterns, where they are not just learning paradigms and things, they get what I would call sort of more real language, and language learning would be a language experience. (033) [What's for you the difference between a pattern and a paradigm?] R: Well, a pattern I would say, now, according to me, is a, the pattern is where the kids, or the pupils, I should say, see what's happening, perceive themselves through their own logic what happens with language, that you use things in different contexts and that you build up a knowledge of that particular aspect of language, which can be manipulated in different situations, whereas a paradigm is more linked to a phrasal approach, where if you are in this situation you say this, it's not necessarily connected, it can be not necessarily connected to experiences outside of that field, so that's why I think it's more important to concentrate on the patterns. I suppose patterns is not far removed from an appreciation of grammar and of the structures, but it's seen in a different light, that the language has to be learned in that way [anything else about

language?) It's quite a logical developmental process, as I think I was saying earlier, that you must extract from your pupils, an appreciation of what's going on, so that they can build on it themselves, in the classroom you've got very little time so it's really important to get a kind of awareness in their minds [of what's] going on so that they can build on it themselves, and I think it helps them to remember as well, they have a sense of achievement that they can use what's being taught [so that's related to the actual process of learning] yes, it's hard to sort of completely dissociate all the terms because they are so interrelated, you know,... language, of course, also, this comes back to things I've said before, it can be categorized, you've got your speaking, you've got your listening, your writing and your reading as well and there should be a happy interrelation of all four supporting and building on each other and that's where they'll get the best grasp of language, if you make sure that all the skills are attended to, you know, so that's more or less my idea of language, under a general frame [do you want to say something more specific about the language in the classroom] not really, I've mentioned the word artificial before in that you have to create the context for language learning but it's not, in a sense, natural, as a person in a country you will hear language, you're constantly practicing it, constantly hearing it, constantly using it and manipulating it whereas in the classroom that's not true, so you have to think about it, structure it and get a mixture of these different things in the restraints that you have, but I think it's good to try and emulate the processes, certain natural processes of language acquisition in the classroom because I think it makes it easier for the pupils ..

(080) G: Right, so what about those processes, the learning processes?

R: The learning process? [you were saying that it would be a good idea to try and emulate the natural language learning processes] yes, mainly by giving the pupils the opportunity to practice, to speak, to listen, as I said there a sort of you're trying to be natural but within the constraints you can't really be, so you have to try and get these experiences condensed and, as I said, there'll be interrelation of the four skills, it helps them that, it might be artificial but it helps build up your... progression is really your key word, you know, you revise, it's something of the kind of a spiral where you go round, say, taking from what they already know and then pushing beyond that, and then you go back again and as it increases you revise, keep revising, keep giving them opportunities to go over old things, but always moving out away from that and back again, moving out again in other directions so to get completely interrelated aspects the further you go on every thing sort of ties in together, you know? and forms like a spider (web??) and things and various things, they all branch out from each other but they also come back to each other as well, I think that's what you really tend to do in the classroom if you are doing your job properly this is another matter altogether. So I think that's got a lot of bearings on what language is as well, it's constant use

and reuse, constant discovery and practice in terms of that as well, that's part of the learning process... the kids have to feel, I think in the classroom have to feel a certain relaxation in the class, it's quite important to have a good relationship, it's quite important that they know what happens in the class, that they know what's expected of them, that they know when they can concentrate, that they know the different activities, and hopefully that they enjoy it, that they can see themselves progressing, that helps the learning activity, and as a language teacher, I think you have a very active role in the classroom, more so than perhaps other teachers need to have because you need to be there, you are the source of the input in the class, you go around listening and encouraging and explaining in groups if you are doing group work and eventually you are extremely important especially at the first stages because their capacity for independent learning is much, of language itself, is very limited in languages, because they are not really learning through their mother tongue, you're confining them (?) so you have the pivotal role, obviously, and the learning process, as I've said, the four skills can back each other up, you use them, the kids progress, I think it is, you have to delineate, you have to have your classes carefully planned, so that you can have some of the four skills in, it's also very important to progress from the simple to, from the less complicated, I should say, to the more complicated, so that there is a progression in the class with things like worksheets and with things like oral work with the class, starting with something that they are completely happy with and push them a bit further each time, I think that's really what the learning process is all about, structure, it's all about structure

(137) Right, I mean, even if you've said a little bit about teaching already, and the language and the learning, do you want to say anything else?

R: It's fairly difficult, it's not difficult, you've just got to be very aware of your aims are and how do you go about them and you have to be aware of your learning process that you are trying to encourage before you can teach it that way, a lot sort of comes naturally because your common sense tells you things but at the same time you need to know, why you are doing what you're doing and how you are going to go about it, and you need to sit down and think about it first and you need to work it out and then have to put it into practice, it can very difficult, it can be very time consuming as well, but with experience it becomes easier as everyone says, you know, you also need to know what you are working towards, you may need to have a very detailed scheme of work, so that you've worked out which parts, which lessons, how lessons link together, what you are progressing towards you as teacher need to have a clear progression and a clear sense of what you are aiming towards, and everything will sort of flow from that, that's the basis of (?) teaching

(156) G: You were talking about things that were common sense and other things

that you have to think about, what sort of things are common sense?

R: Well as I mentioned in the tape that I recorded about the thing an example is that at the start of each class when I give like a 5 or ten minutes Q/A session to get the kids to think in Spanish and to listen and to speak and just to get them integrated into the classroom atmosphere, the learning atmosphere, I found that I did that sort of instinctively [the way you were doing it?] because I wanted to teach as much of the class in Spanish as possible, so the way I more or less instinctively did this was by asking various pupils questions and then when I thought about it, it came instinctively, but when I thought about it I couldn't think of a better way of getting the kids into that frame of mind at of starting off the class, so in that way I found that sort of instinct and thinking about it and practice are all interrelated you know, and to a certain extent its common sense that if you are trying to teach you progress from the simple to the difficult but you need to be aware of that because you'll not always do it, you need to think at each stage of your lesson" is this going the way I wanted it to be?", you have to be aware of that, so that's when a clear plan, a clear sense of progression comes in [and that's what you have to think about, the other part would be the more intuitive? Anything else about teaching] yes, yes... really it's rewarding if you do it well, it can be very frustrating, it's just the usual cliches, we all know what they are like if we are involved in teaching, you've got good days and bad days, good classes and bad classes, that's all

(185) **G:** Now thinking a little bit about your own process of learning to be a language teacher, I've got two or three questions about it, but before I ask you, do you want to say something in general about the year, looking back?

R: I've learned a lot, you learn the psychology of the classroom, psychology of the child, psychology of the teacher, which are important, you pick those up as you go along and I think I've worked fairly hard this year, harder than I expected, I'm pleased it's being a very good year, you know. I do think, I'm sure you would notice from all your interviews that there's been quite a progression from first interview to last interview [What do think now the differences would be?] more aware of the limitations of the classroom and also of the real possibilities of learning and of teaching, the expectations are tempered with experience now and I think I certainly and probably all of us have a much greater knowledge of what you can and can't do, and I think more ideas about things like the learning process, the teaching process, the experience has developed from things which I suppose were fairly, probably nebulous and not very well defined in their own lines because we didn't have much experience of.. its been developed into our own sort of strategy and philosophy.

(211) **G:** Right, so what was the most important moment of the course for you, in terms of learning?

R: I suppose the classroom experience there is no substitute for, it's really the

classroom experience is vital but having said that you have to be prepared for it before you go, I can't think of a specific moment [I mean a moment can be as long as you want it to be] ... coming towards the completion of TP and being able to give a fairly good class... [what kind of class, what do you think it's a good class?] a lesson where you have your aims of what you want to teach and your input and the class seem to have learned them, and they go away knowing more that they did when they entered, and that's basically what it's all about, and being able to come back in the next class to revise something of what you've done and find that they ..., that they still know it and that it comes back to them very quickly, that's a successful class as far as I am concerned

(235) G: What was the most pleasant moment?

R: Well, perhaps one of the most pleasant, well this is probably only because it's immediate in my mind, but with the written assignments that we're to hand in, hearing today from [tutor] that there was no problem with my project, that you know I wasn't particularly happy with, having him say that there is no problem, that was very pleasant coming back with the thought well that's it now, I've passed, I'm through, that's great, you know, the combination of everything, you know?, everything's led up to that moment really, and that's good, that's a good feeling

(247) G: And what was the most worrying?

R: Probably one of the bleak moments in TP where if you had a hard day at school, you have some difficult classes the next day and you know you've got three or four hours preparation that night and you're feeling tired, and you are feeling not working at a 100% capacity and you know you have to do it, you have to prepare those classes, and you have to go in the next day and you have to perform, that's quite worrying because it's the great strain of being a teacher

(260) G: Do you think you've fulfilled your expectations?

R: Yes, I hope so, I think I've done OK, I don't think I will be a great teacher for a while yet, you know, if I ever can be, I am very aware that it's a long way to go and a lot of work to do, but I think I'm fairly adequate prepared to do it and, and do the school again... and so in that way I have fulfilled my expectations and we had a good year, I've had a very good year and that's, I've fulfilled my hopes as well as my expectations so all in all I'm happy with the way that things have gone.

(272) G: Just to finish, you said a few things you've learned in terms of how your philosophy of teaching has developed and things like that, do you want to say anything else, apart from the philosophy, apart from developing your ideas?

R: Yes, I learned much in psychology in a way, I've learned a lot about people, I've learned a lot about kids, about myself, about how I can react under pressure, about teachers, relations with various people and that's being positive, it's been a good experience, I've met a lot of people and I've got on well with most of them, I

hope, and that's been good

(289) **G:** And in terms of the research, of what we've been doing together, how has that affected everything else in the year?

R: It's been good, I've enjoyed, as I'm sure I've said before I've enjoyed the opportunity of getting it down on tape, it's nice to get your ideas down and formulate them in a more formal manner, yes, that's been a positive part of the year and very hard work as well, I hope you'll appreciate this, but it's been great, I look forward to reading the finished. opus, you've been working harder than I have.. and it's nice to be part of a team as well ..

G: Any final thoughts?

R: Good luck and thank you.

